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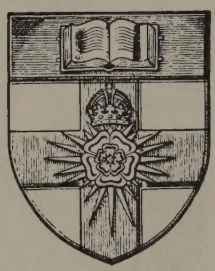

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

THIRTY-FIVE VOLUMES.

— (15 — PART I.) —

EDUCATION (ENGLAND AND WALES)—*continued.*

EDUCATION (IRELAND).

Session

12 *March* 1894 —— 25 *August* 1894.

VOL. XXX.—PART I.

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THIRTY-FIVE VOLUMES:—CONTENTS OF THE

FIFTEENTH VOLUME—PART I.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

EDUCATION (ENGLAND AND WALES)—*continued.*

Training Colleges:

[c. 7443.] Reports for the Year 1893 by (1) H. E. Oakeley, Esq., on the Training Colleges for Schoolmasters; (2) J. G. Fitch, Esq., on the Training Colleges for Schoolmistresses; (3) The Honourable Mrs. Colborne on Needlework in the Training Colleges for Schoolmistresses; (4) Sir John Stainer on Music in the Training Colleges for Schoolmasters and Schoolmistresses, &c. p. 1

General Report:

[c. 7409.] Metropolitan Division: General Report for 1893. 187

[c. 7409-I.] East Central Division: General Report for 1893. 213

[c. 7409-II.] North Western Division: General Report for 1893. 231

[c. 7409-III.] South Eastern Division: General Report for 1893. 255

[c. 7409-IV.] West Central Division: General Report for 1893. 279

Endowed Schools Acts:

[c. 7398.] Report to the Committee of Council on Education of the Proceedings of the Charity Commissioners for England and Wales, under the Endowed Schools Acts, 1869 to 1889, for the Year 1893. 303

INTERMEDIATE EDUCATION (IRELAND):

[c. 7405.] Report of the Intermediate Education Board for Ireland, for the Year 1893. p. 321

EDUCATION (IRELAND):

[c. 7369.] Annual Report of the Commissioners of Education in Ireland, for the Year 1893. 435

EDUCATIONAL ENDOWMENTS (IRELAND) COMMISSION:

[c. 7517.] Final Report of the Commissioners, with Abstract of the Minutes of the Commission, Minutes of Evidence, and Appendices. 469

QUEEN'S COLLEGE (BELFAST):

[c. 7521.] Report of the President of Queen's College, Belfast, for the Session 1893–94. 903

QUEEN'S COLLEGE (CORK):

[c. 7474.] Report of the President of Queen's College, Cork, for the Session 1893-94, with Appendices. 963

QUEEN'S COLLEGE (GALWAY):

[c. 7469.] Report of the President of Queen's College, Galway, for the Session 1893-94. 989

REPORT, *for the Year* 1893, *by* H. E. OAKELEY, ESQ., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES FOR SCHOOLMASTERS.

MY LORDS,

I HAVE the honour to present my general report on the training colleges for schoolmasters for the year 1893.

The number of candidates for Queen's scholarships in 1893 was 2,698, but only 1,411 passed well enough to entitle them to be admitted at the training colleges, and 905 failed altogether. I am afraid "there is much reason to believe" (as is stated in a circular recently issued by the Department) "that this low standard of attainments "proceeds in many cases from the neglect of school managers to see "that their pupil-teachers are carefully and regularly taught." This circular lays down some regulations which will probably produce an improvement in the future. All the candidates qualified for admission except 18 have been pupil-teachers; about 12 per cent. of the whole number of candidates were in the first class, which is less satisfactory than in 1892; the number of candidates also is less by 397.

Of the 1,411 eligible candidates, 1,093 and 148 expressed their desire to enter residential and day colleges respectively. The remaining 170 did not wish to be trained. The day college list has improved in numbers, and still more in quality, as 22 men were in the first 100, against 9 in 1892. But most of these colleges continue to have to fill up their numbers by drawing on the still considerable surplus supply of the residential colleges.

As it will be my duty in future to inspect colleges for women as well as for men, I will briefly state the usual plan, according to my own practice, of inspecting a college. Each student recites some 20 of the 300 lines of poetry he has learnt, and after reading from one of the books prescribed in the syllabus I hear him read from some such work as Macaulay's Essays. The lessons which the second and third year students have to give are thus selected; each student draws from a box a slip of paper on which is written some "elementary" subject; and similarly he is provided with a "class" subject. The object of this is that as every master should be able to teach any of these, a check is given to disproportionate attention to a particular part. In the third subject (which may be a science, an object lesson on a manufacture, &c.) the student is allowed to choose for himself. All this is done about a week before the inspection, and each student draws up notes of his three lessons, and prepares models, diagrams, drawings, raised maps in clay, &c. to illustrate his lessons where necessary. The lesson which he has to give is notified by me 24 hours before its delivery. The illustrations are, in my opinion, of much importance; not only do they greatly add to a teacher's power of sketching rapidly on the blackboard and to his general resources, but they excite great interest, and the boys like a model—(*e.g.*, of a Norman castle in a lesson on the feudal system, or a raised map in a lesson on a battle, the forces being moved about as the lesson proceeds)—prepared by their teacher better than a costly model or machine obtained from a museum. As with other good things, however, some caution is necessary. I have known lessons which were merely descriptions of the "illustration," and nothing more. In hearing the lesson I always look at the college report of the teacher's

lessons and work in the practising school, which, when well kept, is a valuable supplement to my own judgment. This report is required to be made at all colleges, and it is always produced, though there are cases where it is of little use, every man in the college being rated as "good." This, however, is not common. I have lately suggested that a similar record might usefully be kept of the college judgment as to each student's reading and repetition, to be looked at after I have given my marks. For it occasionally happens that a man, from nervousness or some other reason, fails to do himself justice; and if I find that the college mark is considerably higher than my own, it is easy to give the student another chance. I invariably hear a criticism lesson, as to which I may express my entire agreement with Professor Laurie, who described it as "the most important agency in training the teacher in the practice of his art."

Every lecturer is prepared to give a lecture or lesson before me, and some lectures are always given, especially by the younger members of the staff. Then a thorough examination of the premises is always necessary. I am sorry to say there are many defects in the accommodation at the residential colleges, and some buildings, class-rooms, &c. contrast unfavourably with the excellent arrangements at the University colleges attended by the day students. Clumsy desks, a poor library, no day room, are not uncommon. Then I have cases in my mind in which the class-room and passages are by no means so clean as they ought to be. In the old days anything was good enough for the poor pupil-teacher, but for many years we have earnestly desired to raise, civilise, and cultivate him socially and æsthetically as well as in his studies; and a good day or common room, well furnished, with good prints and photographs on the walls, good novels, games of chess, backgammon, draughts, &c., is of much importance in these respects. At some colleges day rooms have been added, but few of them come up to my idea of what is needed. And at some colleges the class-rooms, with their inevitable associations with lectures and blackboards, are the only places where the students can sit in their leisure time. At Peterborough, not to speak of a day room, there are not sufficient class-rooms.

I have mentioned the chief duties during an inspection; there is also the drill, a conference with the doctor, and with the members of the staff, who have often suggestions to make about the Christmas papers or some points in the syllabus. Lastly, there is an important conference with the college committee, who learn the inspector's judgment on all the points I have named. As this report, which he makes orally to them, is the only one they receive (unless there is some grave reason for a special report from the Department) the attendance of the members of the committee may, as a rule, be regarded as a measure of the interest they take in the college, which, in the case of Church of England colleges, is probably the most important of all the diocesan organisations. I always see the practising school at its ordinary work, but I think it would be an advantage if the inspector of training colleges were instructed (when possible) to visit the college at some other time of the year also. Last year, what with the increased number of examination papers for which I was responsible, and the inspections of the new day colleges, and the adjustment of the papers worked at them, I had not much time to spare. Having commented on defects in the accommodation at some of the residential colleges, I wish to add that the officers responsible for the care and instruction of the students deserve very high commendation for their work, and they give more

individual assistance to the weaker students than is possible at a day college.

I do not know that I can report any striking improvement in the lessons given by the students, except perhaps as regards their skill in illustrating them. One might suppose that a reading lesson would usually be well given, since from their first admission as pupil-teachers the students have had so much practice in it, but this is certainly not always the case. A common error is to combine spelling with reading, which, I think, is one of the reasons why the reading lessons in elementary schools fail in one principal object, namely, to produce a love of reading. It is a matter of common experience that very few children keep up their reading after leaving school. A love of reading is one of the most valuable possessions that a child can derive from his school days. As a French director of education said in his address at a training college: if this be acquired, education will continue of itself, without active influences from without.

At some of the practising schools I notice that the children have not been taught to give full answers, which I think is a point of importance. A full answer—(1) promotes exactness of language; each answer is an exercise in grammar, placing the words clearly and in right order (2) makes the boy think about what he states, and he will remember it better—(3) informs the other boys also, especially those who cannot answer the question, and do not guess the right answer by hearing one word jerked out—(4) is nearly always accompanied by good discipline.

Professor Hudson, in an excellent and very useful lecture on mathematical teaching which he gave before the College of Preceptors, says: "The common practice of the elementary schoolmaster of so framing his "question that it requires but a single word to answer it, is one against "which I must protest, although it is so general as to induce the belief "that it is prescribed by authority." The Professor has been unfortunate in having visited only schools where this is done, and I am surprised at his belief that it is prescribed by authority.

The important Borough Road College is still without practising schools of its own, and the authorities have to depend on the goodwill and co-operation of the managers of two voluntary schools, inconveniently far off. However, progress has been made in the negotiations for a new school: (*a*) The governors of Isleworth Blue School have consented to aid the scheme by suppressing their upper department and by granting (if leave be obtained from the Charity Commissioners) a sum of money to found scholarships at the new school; (*b*) The Middlesex County Council have agreed to pay 200*l.* per annum, and to give the moiety of the cost of a laboratory and workshop, so as to encourage scientific and technical instruction; (*c*) A friend has promised 1,000*l.* towards purchasing a site. It is also hoped that before long a workshop may be fitted up at the college for practice in manual work.

I have been much struck by the success of students both at day and residential colleges in passing University examinations last year. At Owens College, for instance, 7 men in the third year graduated, 17 in the second year passed the intermediate, and 13 in the first year the preliminary examination of Victoria University. Only 11 men had to fall back on the college sessional examinations. On the whole out of 283 men attending day colleges, 105 were successful at University examinations. The case of the one student at Oxford is a little remarkable; he had to learn the Greek alphabet there, and yet he passed responsions at the proper time, when no doubt many failed who

had been years at public schools. Much the same may be said of the Cambridge students, all the 10 freshmen passed the previous examinations, and the three in the second year the general examination.

Eight of the 10 first year men are candidates for triposes, two for the mathematical, three for the natural science, one for the moral science, one for the historical, and one for the mediæval and modern language tripos. Seven men are members of colleges, and the rest are "unattached" students. They have taken full advantage of the social and other opportunities open to them. A meeting of the whole body is occasionally held in Mr. Oscar Browning's rooms, when a paper on some educational subject is read and discussed.

It will be remembered that all the day students have also to practise in schools, to learn school management, history, geography, and poetry, as well as the University subjects. The residential colleges are at a great disadvantage in this respect, since they only have from February to June to prepare for the University examination instead of from October to June. This is to be remedied in 1895, when their academical year will also begin in October. Under the present circumstances the success of some London residential colleges is gratifying, for at three of them, 99 men in residence in 1893 passed University examinations.

The hours of study are certainly not too few at any college. Here is a specimen of a day's work taken at random from a pile of time-tables before me :—

Classes, 7—8 a.m.
Prayers, 8 a.m.
Breakfast, 8.15 a.m.
Classes, 9 to 12.
Dinner, 12.30 p.m.
Classes, 2.30 to 5 p.m.
Tea, 5 p.m.
Recreation, 5.15 to 7 p.m. from April to September; 5.15 to 6.30 from October to March.
Classes, 6.30 to 8 or 7 to 8.15.
Supper, 8.45.
Prayers, 9.
Private study till 10.10.

I have not seen this time-table before, and doubt whether it ought to be approved. The men have been very healthy at the college from which it comes, and their company in the Volunteers is a very good one, about 2 hours per week are taken from study for drill, and there is some relaxation from the time-table at other times.

It has occasionally been suggested that by encouraging students to take a University course, they might think that all in all, and neglect (more or less) the important technical subjects, teaching and school management. I fully agree that this very dangerous possibility must be very closely borne in mind, and any disposition to regard the main work of their lives as subsidiary must be checked. But I am glad to say that I have found as a rule that the University students have also done well in school management and teaching, and in history and geography. There has been one example to the contrary, where the teaching distinctly fell off in 1893, but on my pointing it out to the principal and the committee they at once realised the importance of taking such steps as will make it very unlikely that this will happen again. There have, however, been suggestions from a few day colleges that reading, recitation, geography, and history should not be required in the case of University

students. I do not at all agree with this except (possibly) as regards recitation. Reading, it is said, is not a subject of University rank. Perhaps it would not be a bad thing if it were so, at any rate a bishop told me the other day that he had not unfrequently rejected candidates for ordination on account of their bad reading. But, however this may be, it most certainly would never do to allow ex-pupil-teachers, who often mispronounce unusual words, to say nothing of taste and expression, to give up the practice of reading aloud under instruction when they enter the training college, especially as (unlike most other University students) they will have to teach others to read. And as regards geography and history, students who answer well at their entrance examination are already exempted from continuing one or both; if they do not answer well it seems reasonable that they should for one year take up the subject (or subjects) again. They will have to teach them hereafter.

Dr. Mitchell, master of method at University College, London, writes as follows:—

"The advantage that students may have by coming to University College depends entirely on what knowledge of subjects of secondary education they bring with them. I find that students are chiefly anxious about the class of certificate granted by the Department. In the day training colleges—certainly here—that must always depend on 'secondary subjects.' But the schedule of work for pupil-teachers is not an adequate preparation for this, and those who go beyond it usually 'take sciences' (as they say), which can wait much better than the memorising work in Latin and French till the students enter college. I find, too, that students who may have begun both Latin and French have to drop one of them a year before entrance. It would be much to our advantage if this necessity were removed.

"But I do not think that the success of the day colleges can be assured till a much higher programme is set to pupil-teachers from the beginning. I think that the right time to begin both French and Latin in their case is whenever they have been appointed, and that, if the Department made this demand, it would readily be responded to. At present Latin and French are practically demanded by the Department in order to obtain a good certificate, with the result that many men begin to learn them at college—and with us *must* do so—with a memory comparatively undisciplined to language learning, and with very ugly results on the other subjects that they study.

"I also take the liberty of saying that the amount of knowledge of geography, history, &c. required might be maintained at its present level, and would probably be more intelligent."

In the face of complaints still occasionally made that pupil-teachers are overworked already, I do not see how we could give them "a much higher programme." There is no doubt whatever that for those who are going to a training college, and especially to a day college, some knowledge of Latin is almost indispensable. We had this in view two years ago, when Latin was allowed to be taken by pupil-teachers instead of English grammar, but I do not think more can be done at present. In future the Queen's Scholarship Examination will be at Christmas, and the successful candidates will not enter the training college till the next October. It will be of great advantage if the authorities of the colleges would prescribe a course of study during these intervening months for the persons who are to enter them respectively. Girls ought to employ much of this time in learning the elements of mathematics. Their ignorance of this subject is the reason why so few can pass University examinations when at the training colleges. Algebra to quadratic equations and four books of Euclid (required for matriculation at the University of London) present no great difficulty to the young men, who already ought to know as much algebra and two books of Euclid, but they offer an almost insuperable difficulty to girls who know no

mathematics, and have so much to do in other subjects. I do not think we can make them learn any mathematics as pupil-teachers, but some easy alternative questions on algebra might be given in the arithmetic paper, which would encourage clever girls who have the advantage of central teaching and more time to read a little algebra, or a rule might be made that girl students who pass creditably in arithmetic at the end of their first year may take elementary algebra and the first book of Euclid in the second year, instead of arithmetic.

Syllabus.

At the end of 1893 a new syllabus was prepared, not only for 1894, but also for the shortened course in 1895. I have never been able to make out why women, who have to read the same books as men in French, German, and Latin, should have different books in English. In future they will have the same books and the same paper; the change cannot be made till 1895, because the books for 1894 were already named. Higher algebra and geometrical conic sections will no longer form an optional group in the second year (men). It has been taken out because scarcely any one has chosen the group. Last Christmas only three or four papers were worked on it. I was much struck by the style of one of these papers, and finding it was worked by a young acting teacher of a school in a small country parish, I wrote to the manager to inquire about him, suggesting that he should, if possible, be sent to Cambridge. To my surprise the answer was that he has been there, and was well up in the "senior optimes." Thus his good style was accounted for. Welsh and Hebrew have been added to the list of languages that may be taken, but with these exceptions there are no changes of importance. The shortened syllabus for 1895 will be well within the power of all candidates at training colleges, and some further allowance will be made for shortness of preparation in respect of the quality of the work done at the examination.

Admission Examination

I will now give some comments made by the examiners who revised the papers worked at the Queen's Scholarship Examination in July 1893. They will give a good general idea of the manner in which the candidates have been taught during the four years during which they were, as a rule, pupil-teachers.

Mr. Steele:—

School management.

"Regarding the papers as a whole I consider that they show distinct improvement upon those of former years. The subject seems to have received more special and systematic attention. This progress is probably accounted for by the action of the central classes for pupil-teachers which are now so generally at work. There are not, perhaps, many papers which show remarkable excellence, but there are few which are very bad, and the general level seems certainly to have been raised. In pointing out some of the commoner faults, I must first say that much time was wasted, and many marks lost, by the candidates failing to seize the exact meaning of some of the questions. Thus for '*notes* of a lesson' a description, or an essay, or a mere string of questions is given, and instead of arithmetical questions suitable *either* for infants *or* for Standard V., both sorts are given. The same oversight occurs in the object lessons required *either* for infants *or* for older children. Again, as an answer to 'the chief points in teaching the *art of reading*,' many candidates describe how children should stand, hold their books, &c.; others by 'silent reading' understand individual reading, or reading in a subdued tone. Again, by the pupil-teachers' 'note-books' many have understood the record kept of the progress, &c. of a class of children, whereas the question evidently includes the note-books to be used by the pupil-teacher in his own studies.

"Among the notes of lessons those on 'adjectives,' &c. were generally the best. But 'adjective *phrases*' were sometimes stumbled over. For instance, two adjectives connected by a conjunction—as 'a pale and sickly boy'—pretty often appear as an adjective phrase. In the notes on 'the seasons' one could not always be sure that the writer himself clearly understood the explanations and diagrams which appeared on his paper.

"It might have been expected that more correct answers would have been given on the requirements of the Code in geography in the several standards.

"In the lists of object lessons there was often no discernible reason for the order or succession of the subjects, *i.e.*, there was no grouping or natural leading from one to another.

"In the 'best exercises in English composition' the earlier stages were often unnoticed—I mean teaching children to form and to write correct simple sentences before proceeding to longer periods or to a continuous narrative."

Mr. Vertue:—

"The school management papers entrusted to me for revision are, on the whole, fairly good. The notes of lessons are better done than in former years, but a very common fault in answering Question 1 is the omission of the standard to which the lesson is to be given, on which both the subject matter and method must depend. School management.

"The same remark applies to the answers given to Question 7.

"The requirements of the Code in geography are not well known, especially for the upper standards.

"The lists of object lessons are good in only a few cases.

"Silent reading appears in the opinion of the candidates to possess few advantages beyond enabling them to modulate their voices, pay especial attention to the aspirate, or give other classes the benefit of a quiet room and more of the teacher's attention."

Mr. Wilde:—

"The questions, as a whole, are very fairly answered, some few papers are bad, but very few. Some few also are good; the majority are decidedly above fair. School management.

"The answer to Question 1, 'write notes of a lesson,' was only really well done in a few cases. Many tried to hide their ignorance of the causes of the seasons most ingeniously; one actually said, when he came to the cause, that it would be wiser to leave this for a future lesson.

"The weak point in most of the papers was the reply to the question as to the requirements of the Code in geography. This was selected by nearly all, and only in a very small per-centage of cases was it at all correctly answered. The pupil-teachers, as a rule, I fear, never study the Code. It would be a great advantage if all teachers would invariably refer their pupil-teachers to the Code itself and to the accompanying instructions to Her Majesty's Inspectors in all matters instead of simply telling them what to teach their class."

Mr. King:—

"The papers I have revised came from small centres and were for the most part worked by candidates for qualification as assistants only and not for admission to a training college. I think, therefore, that they can hardly be taken as a fair sample of the work of well-prepared candidates, otherwise the general character of the papers would be distinctly below the standard I have noticed in former years. With a few exceptions the candidates show little mastery of principle, little ingenuity of method, and only moderate accuracy." Arithmetic.

Mr. Codd:—

"Question 1, which appears to have been framed with a view to testing the knowledge of principles possessed by the candidates and their power to illustrate and explain them to a class, was less satisfactorily answered than any other. The rest of the paper was for the most part well done. The problems were correctly worked and by good methods." Arithmetic.

Mr. Stevelly :—

Arithmetic.

"The marks of the bulk of those papers sent me for revision fall short of half, most of the candidates fail to attempt 12 questions.

"The first question was badly answered. In sections (*a*) and (*c*) of that question rules were given, more or less clearly expressed, but explanations were too frequently not attempted, and rarely were they such as would suffice for a class of children, especially in the case of the rules for division of decimals.

"In answer to section (*b*) one candidate writes :—'It is not quite rational to 'talk of multiplying one concrete quantity by another, although we frequently 'speak of doing so when dealing with children.' Several, indeed, complain that such a course, though absurd, was sometimes forced upon them, as in the case of the examples in the question.

"The point of section (*d*) was in almost every case missed completely, those who attempted to answer it setting themselves to prove that the rule of three was shorter than the abbreviated unitary method.

"Questions 4 and 5 proved to be stumbling-blocks, and the latter was generally worked by the clumsy method of reducing mixed numbers to improper fractions before addition. Question 12 also was nearly always solved in a roundabout way. Question 10, being of an unusual type, was seldom attempted. In Question 14 half the person's capital being invested in each security was assumed to be tantamount to an equal number of debentures being held in each.

"The answers, as a rule, are well written out."

Mr. Fowler :—

English grammar and composition.

"The papers are fairly worked. The majority manage to get something over half marks, but the number of *excellent* papers is small. One of the best I have revised was worked by a candidate who has not been a pupil-teacher.

"The *composition* shows great poverty of ideas, but on the whole the style is, perhaps, somewhat better than in previous years. The subject generally chosen is 'Holidays'; next in favour is 'Parliament.' Few, if any, choose the subject 'Tragedy and Comedy.'

"*Analysis* is fairly good.

"The parsing, which presents one or two difficulties, is fairly done.

"The paraphrase is seldom done *well*. There are too many attempts at fine writing, and many are content with changing some of the words without getting at the writer's meaning."

Mr. Legard :—

English grammar and composition.

"*Composition.*—Although two out of the three subjects given for composition were easy enough, the exercises were rarely well done. Faults of construction were far too common, and the candidates frequently displayed great want of intelligence and also confusion of ideas.

"In the case of those who selected 'Parliament' as their theme a surprising ignorance was shown of its constitution and powers. This is shown by such sentences as '*The Lords consist of the Cabinet and the Lords of the country*,' '*The House of Lords consists chiefly of Bishops.*'

"An elementary knowledge of the way in which our country is governed is surely not too much to be expected from youths at the end of their apprenticeship at an elementary school.

"The questions in parsing and analysis were answered better than those which required some knowledge of derivation and word-building.

"The derivations given were often mere guess-work, but in a certain number of cases a fair acquaintance with Latin roots was shown.

"It is to be hoped that year by year an increasing number of candidates will have mastered the rudiments of a second language before they attempt to enter a training college.

"I may add that the papers were seldom disfigured by bad spelling, but that the handwriting was not always so good as might be reasonably expected."

Mr. Monro:—

English grammar and composition.

"*Composition.*—The subjects most frequently chosen were 'Parliament' and 'Holidays.' The essays on 'Tragedy and Comedy' were very few, but one lad sent up a remarkably able piece of composition on this subject. The work was on the whole an improvement upon that of previous years, and there were not so many egregious errors in violation of the most elementary rules of syntax. A majority of those who wrote on 'Parliament' treated the subject fairly fully and accurately.

"*Analysis.*—This was not difficult, but many went wrong in classifying the attributes of the subject as extensions of the predicate, and in making new sentences out of participial phrases by supplying finite verbs.

"*Paraphrase.*—There was perhaps a little more variation in the quality of the results, but this branch was far better attempted on the whole than in previous years.

"*Parsing.*—This was not so successfully attempted, many candidates making precisely the same mistakes.

"*Etymology.*—These questions were barely fairly done. As is former years, guesses were frequently made at the roots and their meanings, or the derivation was arranged to suit the modern meaning. There was abundant evidence of an inaccurate and insufficient knowledge of the roots, as many of those given were correct only in the first part of the word, the termination, as might be expected, presenting the most difficulty.

"*Figures of Speech.*—This question was perhaps more frequently attempted than hitherto. Too many gave examples of figures of speech without classifying them, and many gave examples obviously from their notes or text-books, and not from books or poems they had read.

"Question 9 was rarely attempted, except by candidates obviously acquainted with shorthand.

"The first two parts of the last question on syntax were well answered, but not so the other half. A difference of opinion existed as to the explanation of the *gerundial infinitive*, and some of the answers on the *double negative* were really absurd.

"The similarity, broad as it was in many cases, between the papers worked by candidates from the same large town gave rise to the inference that central classes for the instruction of pupil-teachers were there in existence. The work shown up in such cases was generally superior."

Mr. Wix:—

English grammar and composition.

"These papers were decidedly inferior to those which I revised last year; but this is probably owing to the fact that I had no papers from training colleges this year, and that many came from small rural centres. As a rule, the papers from the large centres, such as Manchester, Liverpool, and Leeds, were the best.

"*Composition.*—The composition was as usual fairly satisfactory, but there is a marked absence of a really good style, and those who do not attempt 'fine' writing often use slipshod, careless language which is more suggestive of an advertisement than of anything else. I think that there is not enough of the reading from standard authors which is the real foundation of a good style, and that the small manuals and text-books which are used so much are at any rate partly responsible for this neglect.

"The subjects usually chosen were 'Holidays' and 'Parliament,' and the best essays were on the latter subject.

"*Paraphrase.*—The paraphrase too was fairly done, but the candidates, as a rule, do not see that paraphrase is the expression in clear and simple language of the ideas of the original, and that it is not necessary to change every word and to use a lengthy periphrasis to express such words as 'remember' and 'moon.'

"*Analysis and Parsing.*—The analysis was, as a rule, good and the parsing was very fair, though hardly so good as last year. The most usual errors in parsing were:—

'(thou rolling) moon' parsed rightly as nominative of address, but said to be *third* person;

'cast' after 'didst' parsed as past participle or indicative mood instead of infinitive; and

in the phrase 'as it were anew' the word 'were' was often stated to be subjunctive mood, *plural* number, to agree with a subject in the singular, and 'anew' was taken as an adjective qualifying 'it' predicatively and equivalent to 'new.'

In analysis the various enlargements of the subject were often taken as extensions of the predicate, and the word 'while' introducing an adverbial sentence was also called an extension.

"*Question* 5.—The fifth question was nearly always misunderstood, and the candidates stated how they might recognise the Greek derivation of certain words not by their spelling but by their prefixes and affixes, which was not asked.

"*Question* 6.—The sixth question, on the origin and precise meaning of various words, was attempted by a large number, but well done by very few. The derivations were productive of a great deal of guessing, which had not even the merit of ingenuity.

"*Questions* 7, 9, 10.—The seventh question, on Hume, Dryden, Burke, and Wordsworth, the ninth question, on the additional letters required to make a complete English alphabet, and the tenth question, on the use of the nominative absolute, the subjunctive mood, the gerundial infinitive, and the double negative, were well done in many instances.

"*Question* 8.—But the eighth question, on figures of speech, produced many absurd definitions which there is not space to quote.

"Two points may be noted in connexion with this question:—

"(1) Many examples of the use of figurative language were evidently stock examples from a text-book and not taken from 'poems the candidates had read'; and

"(2) Where the examples were from poems they were often very incorrectly quoted. I should imagine the climax of misquotation (or of ignorance) was reached by the candidate who gave 'the Prodigal's Son' as an instance of parable.

"On the whole, therefore, I do not consider the papers equal to those I have revised in recent years, though they may be called fair; but, as I said before, I should think they hardly represent the best of the candidates."

Mr. Colson:—

Geography and history.

"The papers on geography and history entrusted to me for revision were, I regret to say, inferior to those of the past few years, and very inferior to those I looked over last year. The proportion of very bad papers was smaller than in some past years, but, on the other hand, good or fairly good papers were very few. I think still, as I thought last year when commenting upon these papers, that much good would be done if the Education Department would specify suitable books upon these subjects, and would insist upon the managers of schools providing them for their pupil-teachers. It is abundantly evident that in many cases the cheap cram books are the only means the average pupil-teachers have of acquiring any knowledge beyond that they may obtain from the overworked masters or mistresses to whom they are apprenticed."

Mr. Elliott:—

Geography and history.

"*Geography.*—I was responsible for the revision of about 750 papers worked by male candidates. These papers reached upon the whole a tolerably fair level, a small proportion, worked chiefly at the two large centres, being decidedly good, while a great part of those worked at the smaller centres was poor.

"The map-drawing was sometimes good, but, as a rule, had evidently not been sufficiently practised, the lines of latitude and longitude being incorrect, and the outlines being inaccurate. A fair explanation was given of the phenomena of the midnight sun, but little was known of the cause of the winds.

"Question 3 (requiring the names of any point where the equator cuts Asia, Africa, and America, and of any places situated on certain given parallels and meridians) was successfully answered by a few candidates, but was very seldom

attempted; the question was not a hard one, and with a very moderate amount of map study might easily have been answered.

"The position of the places mentioned in Questions 4 and 6 was generally well known, but the importance of the climate as one factor in the growth of the town was seldom mentioned, while the productions were not enumerated in the order of their importance, and the principal ones were frequently omitted.

"The possessions of the French, Spanish, Dutch, and Danes were seldom accurately given.

"The meaning of Question 7 (the *matter* of a full lesson on Australia or Italy) was frequently misunderstood. The question was often fairly answered, but gave too much evidence of the facts connected with these countries having been got up by rote.

"*History*.—Questions 2, 5, and 7 (requiring (1) the explanation of certain terms; (2) some details as to Nelson's three most important victories; (3) the arrangement in chronological order, with the dates of certain events) were usually fairly well done. The remaining questions, which involved somewhat wider information than that contained in the ordinary small text-book, and some power of tracing the effects of certain historical events, were seldom satisfactorily attempted.

"Taking the papers as a whole, although there is much that is disappointing in the candidate's power of grasping a question and applying their knowledge, I am inclined to think that the actual information possessed is as good as could be expected considering the circumstances under which the instruction and private study of a very large number are carried on."

Mr. Sneyd-Kynnersley:—

Geography and history.

"The papers sent to me for revision were entirely from the various centres in all parts of England. If we except the candidates for day colleges it may be assumed that the great majority of the remainder would have little hope of being admitted into a training college, and, therefore, these papers can hardly give a fair representation of the instruction given to pupil-teachers. For instance, out of the 566 candidates there were no fewer than 68 who, after the ordinary period of apprenticeship, found themselves unable even to attempt a map of (*a*) Scotland, or (*b*) New Zealand, or (*c*) the North American coast. The three simple bookwork questions occupied more of their attention. When they ventured beyond this point they blundered lamentably.

"In history, as compared with the work of similar candidates at the last examination, there was some improvement. The general result may, perhaps, be called fairly satisfactory. It is easier to make use of bookwork knowledge in history, and three questions gave an opening to those candidates who learn manuals by heart. It is in grouping facts and in drawing inferences that they fail. Candidates who suppose that the midnight sun is synonymous with the aurora borealis are little qualified to 'account for the phenomenon,' and candidates who assert that Charles James Fox wrote Foxe's Book of Martyrs are not likely to succeed in describing the 'effect produced on him by the French Revolution.'"

Mr. Edwards:—

Euclid, algebra, and mensuration.

"The examination reveals as usual that the training received by the candidates varies greatly in quality. Some of them have been exceedingly well taught, and could probably have worked a more advanced paper. On the whole, I think an improvement is visible in the average success, allowing for the fact that the most backward of the pupil-teachers now come under review as well as the *bonâ fide* candidates for admission. The most general faults are (1) a disposition to omit needful steps in both the geometry and the algebra questions; (2) untidiness in writing out the work. It would be salutary to insert a warning in the paper of questions that marks would be taken off for bad drawing of diagrams, ambiguous lettering, &c.

"It is not merely that the work of the examiner is unduly increased by imperfections of this kind, but also that they betray a bad habit which should have been eradicated by careful criticism on the part of the instructor. Clearness and good order should be especially cultivated by candidates for the office of teacher."

Mr. Turnbull :—

Euclid, algebra, and mensuration.

"I divide the mass of papers into Groups A, B, C.

"*Group A.*—Very few candidates obtained two-thirds of the full marks. In respect of marks, algebra and mensuration were much more successful than Euclid.

"The cleanness of many *left*-hand pages seems to indicate that scrap-paper was used.

"The propositions of Euclid were, on the whole, done well; the riders were, as a rule, very poorly done, and in the majority of cases they were hardly attempted.

"More attention to *definitions* is needed. Inexactness here makes a very bad start in the study of Euclid.

"In algebra, factorising is not a strong point; and the occasional usefulness of multiplying both numerator and denominator of a fraction by -1 (in order to simplify addition or subtraction) is not generally understood.

"The two parts of Question 9 were successfully done by many.

"Most of the candidates appear to have bestowed pains on mensuration.

"*Group B.*—Definitions in Euclid very imperfectly known. A plane angle rarely defined correctly. Propositions, as a rule, well known. Riders poor. Questions 4 (*b*) and 5 (*b*) seldom attempted. Letters often badly written, C, O, G, D being difficult to distinguish from each other.

"*Algebra.*—Work often confused for want of arrangement in steps. Equations done better than the rest of the paper.

"*Mensuration.*—Generally correct in working. Might in many cases have been more clearly expressed. The direction to answer one question only often disregarded.

"*Group C.*—Definitions surprisingly inaccurate. The rider in Question 1 a stumbling-block to most candidates. Many quite unable to construct any form of the required figure; *very* few attempted to show the variety of solutions.

"*Question* 2.—Proposition satisfactory. The rider often correct, and in several cases it was very neatly done and showed careful reasoning.

"*Question* 3.—Proposition satisfactory. Rider often attempted, seldom done at all well. Perhaps more than any other question this question produced slovenly reasoning.

"*Question* 4.—(*a.*) This rider often attempted, but there was little success. Many candidates assuming facts needing proof. (*b.*) Seldom tried and generally badly done.

"*Question* 5.—Proposition fairly satisfactory. Rider done successfully by not more than six candidates out of 300.

"On the whole, Euclid is but moderate. Memory is resorted to in many cases rather than reason.

"*Algebra.*—Equations and problems, on the whole, done fairly well. Much lack of *short* methods of working. Much careless factorising. The simplification of $-3\left(\frac{2x-1}{2x+1}\right)$ a great stumbling-block.

"*Mensuration.*—Most candidates did one of the two questions (one only allowed) correctly."

Dictation and penmanship.

Mr. Ellerton :—

"Of the 897 papers revised by me the spelling is generally good, in a few cases only are the errors due to inability to spell. Many errors are due to 'slips' and inaccuracy of hearing.

"The handwriting is not of equal merit with the spelling. Capital letters are especially weak in 'balance,' and the small letters show a great want of practice in the 'elements.'"

Mr. Kefford :—

Dictation and penmanship.

"*Handwriting.*—This may be considered 'fairly good' as a whole, the copy-setting approaching 'excellence' being only here and there met with. At the same time very few fall below 'fair' (*i.e.*, half marks). I consider that owing to the general use of prepared headlines in copybooks 'penmanship' does not receive the attention it should."

Mr. Brodie :—

"I can say that on the whole, the papers are better than those of last year, but the best of this year are not equal to the best of last. Sixty is the maximum mark, but the highest mark I am able to allot is only 47, and this paper with two or three others represents the best of the whole set. It is the last question, the translation of English back into the original French, which lowers the marks. Allowing for ignorance of the niceties of style, idioms, and the neatest modes of expression, which one does not expect to find in the translations of young and unpractised students, still one does look for ordinary grammar, with its concords of number and person, and gender, the right tenses, some little knowledge of syntax, construction, and a better remembrance of the vocabulary. In the great majority of the papers even these negative virtues are conspicuously absent; in the best they are often curiously deficient. It is here relevant to remark that two students have translated the English into French with almost perfect exactness, but probably by an effort of memory, since neither of them shows particularly good parsing (Question 2) nor accurate acquaintance with plural and feminine forms (Question 3). Languages. French.

"Question 1 (translation of French into English) has been creditably done by a large number of students. Those who have failed have generally done so more from utter ignorance of the French words than from incapacity to translate. A not inconsiderable number might as well not have attempted the paper at all, so thorough is the want of all acquaintance with the language which they betray. I forbear to cite not a few ludicrous translations."

Mr. Rankine :—

"I have examined 341 Latin papers. They are on the whole unsatisfactory and show that this subject forms no part of the systematic training of pupil-teachers. Twelve papers done instead of English grammar were good. Here the work had been got up with a purpose. But in a great many other cases the paper must have been taken in the vague hope of getting a few extra marks by candidates who had not seen a Latin book for years. Some candidates seem to have had the idea that because they had learned the Latin prefixes and suffixes they had therefore been studying Latin. Languages. Latin.

"Some papers were well done, but so small a proportion as to point to the conclusion that they were due to some favourable accident. Indeed the small number of students making any attempt at Latin would of itself show that the subject is at present outside the ordinary curriculum of our elementary schools, and that pupil-teachers have no time to get it up specially."

Mr. S. Pryce :—

"The Welsh language papers of candidates for admission, males and females, were entrusted to me for revision. The papers of different examination centres were of unequal merit. Speaking generally, the papers from North Wales centres were much superior to those from the South. Blaenau Festiniog papers (male and female candidates) were of a very high order of merit. The papers of the Aberystwith centre were also good; a few of them exceedingly good. The Bangor papers were fairly good. The work in other centres ranged from fairly good to 'moderate' and imperfect. The most unsatisfactory results were from the female candidates at Swansea. Many of the Cardiff papers were also weak. It was curious to notice how, with some exceptions, the papers at each centre were so even in character. I account for this by the candidates at each centre being drawn very much from a special district, and so the results at each centre of examination showed the quality and amount of the knowledge of the Welsh language now existing in different parts of the Principality. Welsh.

"Very many of the Swansea papers of women candidates were unsatisfactory —bad grammar, bad spelling, and a great admixture of words which, though used colloquially in that part of Glamorganshire, cannot be regarded as legitimate Welsh or English. Something more than the mere ability to make

yourself understood by a Glamorgan market woman is wanted to answer satisfactorily a Welsh language paper. The Festiniog papers, on the other hand, surprised me by the accuracy of the translations, and the knowledge of idioms, inflexions, and grammar shown by many of the candidates.

"I was pleased to find that in the translation from English to Welsh the candidates confined themselves very much to pure Welsh words, as found in the works of the best writers, and avoided big, high sounding, newly coined, dictionary words, so loved by young writers in Welsh newspapers.

"The parsing question was fairly answered by many of the candidates. The general knowledge of grammar shown was superior to what I expected to find when I began the revision of the papers.

"There can be no doubt that the introduction of Welsh as one of the languages sanctioned by the Education Department has been a success. A revision of the papers has convinced me that the knowledge of Welsh possessed by young people in Wales can be turned into most useful account in improving their knowledge of English and of English composition. This was very manifest from a study of the translations from Welsh into English. Though this exercise was well or very fairly accomplished by many, and bravely attempted by nearly all the candidates, Welsh idioms not unfrequently made their appearance.

"The English and Welsh speaking teacher can from similar exercises learn what special difficulties meet Welsh-speaking boys and girls in English composition, and detect the weak points in their work of which he would otherwise remain totally ignorant. After a year or two spent in a training college, with a fairly reasonable time given to the subject, there can be no reasonable doubt that very many of these candidates would possess a very perfect knowledge of their native language, and that there would be a corresponding improvement in their English composition.

"To effect a further improvement in future papers, I strongly recommend young people who intend to be candidates for Queen's scholarships, and students generally, in order to improve their style of writing to carefully read "Drych y Prif Oesoedd"; "Bardd Cwsg" gan ellis Wynne; Llythyrau campus Goronwy Owen; and the Welsh Bible, especially the Book of Job; which, in my opinion, contains the best Welsh extant. They should turn passages from these works into English, and on the other hand render into Welsh passages from some such work as the "Vicar of Wakefield," "Lamb's Tales," &c. All who can afford it should possess a copy of Dr. D. Silvan Evans' English-Welsh Dictionary. All Welshmen are anxiously waiting for the corresponding Welsh-English Dictionary by the same author. There are several Welsh grammars out; that by the Rev. T. Rowlands is a very good and perfect work. The young Welshman will also derive most useful hints from a little work called "Llythyriaeth yr Iaith Gymraeg," by Dr. D. Silvan Evans."

Mr. Barnett:—

Hebrew. "Of the 11 papers which I have examined only one can be called good.

"(*a.*) The translations from Hebrew into English were done very fairly by all candidates; but retranslation back into Hebrew from English is evidently taught very badly, or not at all. This shows, I think, that, so far as the language is in any real sense *studied*, three parts of its value as a logical exercise are lost. I venture to suggest that a particular point should be made hereafter of retranslation into the Hebrew, and that it should be made known that high marks will be given for such an exercise well done.

"(*b.*) The first alternative of Question 4 was imperfectly understood by candidates. Only one appears to have known what was meant by 'the 'pronominal suffix of the third person.'

"(*c.*) Question 6, relating to the substitutes for the verb, substantive, and formulæ in use for optative, assertive, and prohibitive sentences, was not attempted—a fact which confirms the criticism I have made in section (*a*)."

CERTIFICATE EXAMINATIONS.

(1.) *Residential Colleges.*—At Christmas 1892, 1,391 students were examined at the 18 residential colleges, with the following results:—

	No. of Students.	Division.			Failed.
		1.	2.	3.	
Third year - - -	7	7	—	—	—
Second year - - -	695	356	312	27	—
First year - - -	689	372	278	34	5

(2.) *Day Colleges.*—In June 1893, 283 students were examined at 12 day training colleges:—

	No. of Students.	Division.			Failed.
		1.	2.	3.	
Third year - - -	12	11	1	—	—
Second year - - -	125	70	46	5	4
First year - - -	146	90	42	13	1

(3.) *Acting Teachers*:—

	No. of Candidates.	Division.			Failed.
		1.	2.	3.	
Second year - - -	278	37	97	138	6
First year - - -	473	23	77	235	138

Thus the per-centage of students at residential colleges placed in the 1st division was 53, at day colleges 60, and of acting teachers only 8. The last result is very poor indeed, and the reports of the examiners who revised the papers worked at the Christmas Examination in 1893, from which I shall now give extracts, when they refer to the work done by the acting teachers, show that little or no improvement has been made. The list for this examination is not yet published.

Mr. Colt:—

"Having taken part in the revision of upwards of 1,200 papers of first year male students and acting teachers in school management, I beg leave to report that the students as a rule answered the questions on the development of the faculties in order, the notes of lessons, contrast of good and bad questioning, and the intellectual processes concerned in an effort of memory, with very fair success; the students of Borough Road and Westminster standing out pre-eminently in this respect. School management. First year.

"On the other hand many lists of object lessons for children of 10 years of age contained subjects far too difficult for children of that age to grapple

with; very few students or acting teachers knew that reading for Standard III. might be taken from an unseen book, and a great many gave the wrong number of lines of poetry to be learned by that standard.

"On the whole, one would wish that more evidence were visible in the everyday work of elementary schools of the intelligent methods of teaching often well and clearly described in the papers, especially in teaching home geography to very young children."

Mr. Alington:—

School management. Second year.

"I beg to forward a report on 190 papers worked by the second year students of Peterborough, Saltley, Westminster, Winchester, and York training colleges."

Contrast of training college papers with those of acting teachers.

"The value of the instruction which they have received is very distinctly brought out by a contrast of their papers with those of 350 acting teachers which I have also revised.

"Of the latter, 5 per cent. only are marked above fair and 73 per cent. below; whereas in two of the training colleges, 3 per cent. only are below fair, and in the other three an average of 15 per cent., while the per-centage above fair is in one of the two first-mentioned colleges 67, in the other 47, and in the last three an average of 27. All the training colleges furnish a fair number of good, or almost good papers. None of those worked by acting teachers reach this level.

Few really weak points.

"There are few really weak points to be noticed.

"Naturally these are, as a rule, such as deal with practical school life.

These are in the minority of papers and bear on actual school life.

"Occasionally very unpractical methods of influencing children out of school have been suggested, and the purpose of a school library has been sometimes misunderstood, but in the majority of the papers these subjects are well handled.

"The tests of the knowledge of a pupil-teacher at the end of the first year are not on the whole very satisfactory.

Notes of lessons.

"The notes of lessons are in many cases good in respect to the method and matter. In one college only have they been marked weak, but in this instance they have not been attempted by the writers of the best papers.

Registration.

"The answers to the registration question show a satisfactory aquaintance with the regulation. The question, however, relating to half-timers has been a stumbling-block to many; and there is an evident variety in the instruction given as to the treatment of children not answering the roll call.

Vagueness of expression noticeable in some papers.

"There is a tendency in some papers to the use of vague expressions, such as 'cultivating a sympathetic nature' by means of reading, and in some others such terms and phrases as 'biology,' 'mediate and immediate cognition,' &c., are freely used without any indication that they are understood.

"I am speaking, however, of a very clear minority of the papers.

Special books well prepared.

"The special books have been evidently studied with advantage, and the only weakness to deserve comment is that the knowledge shown, which is often considerable, has not always been to the point. The correct answer has frequently to be picked out from the midst of a number of statements not bearing on the question."

Mr. Yarde:—

School management. Second year.

"1. *Registers.*—(*a.*) The section as to duties of managers was in most cases correctly answered. Some of the students appear to think that managers have nothing to do with the admission and summary.

"(*b.*) A considerable number of the students omitted to point out how the compulsory clauses of the Education Acts would be rendered nugatory by the omission of children's names from the registers. Nearly all the students in Exeter Training College state that names may be removed after an absence of six weeks, and in other points they appear to be ignorant of the regulations laid down in the circular on registers. There is a difference of opinion as to what should be done in the case of a child who is present but fails to answer the roll call, but some make a bad mistake in saying that the present mark is to be drawn through the O.

"(*c* and *d*) were generally correctly answered.

"2. *Examination Paper for Pupil-teachers at end of First Year.*—Comparatively few attempted this, and some ignorance is shown as to what is expected from a pupil-teacher at the end of the first year, *e.g.*, questions in Euclid, algebra, mensuration were given, and the passages for analysis were, as a rule, too difficult.

"3. *Notes of Lessons.*—Very few drew up notes of lessons.

"4. *School Library.*—This question was well done.

"5. *Children questioning.*—The advantages, &c. of questioning by children were very fairly well drawn out.

"6. *Physical Drill.*—The descriptions of drills were meagre, many confined their answers to naming the kinds of drill.

"7. *Influence of Teacher out of School.*—This question was fairly well answered, but very few, if any, touched on the advantage of a reading-room where children might see and talk about illustrated and other newspapers.

"8. *School Organisation.*—A large number of students confused school organisation with school planning. I take it that organisation means the arrangement by the teacher of the lessons and the general management of a school, and that it has nothing to do with such points as site, playground, offices, lighting, over which a teacher has no control.

"9, 10, 11, 12.—These questions were, as a rule, well answered. There was some confusion between reasoning and judgment, and the illustrations by reference to such lessons were not good.

"The answers to the questions on the special authors showed that the books had been well got up."

Mr. Sewell:—

"The point for remark in the papers was the difference in style and value of the theoretical and the practical work. The problems were generally attacked with intelligence, and solved with accuracy. Clumsy and inelegant methods and inattention to the more subtle conditions of the questions, rather than ignorance, occasioned the mistakes. The general level of the aggregate marks was satisfactorily high, but that of the marks for matters of theory was low and disappointing. With the exception of the three Welsh colleges none obtained half marks for this work. Very successful application of the theories is evidently quite consistent with very poor exposition of them. For example, items of a sum were confused with factors of a product; example of a rule was put forward as a proof of it; the question on the property of numbers was too often left untouched." Arithmetic. (Taken by first year only.)

Mr. Whitmell:—

"About one-fourth of the revised papers were by students, and these on the average were decidedly better than the acting teachers' papers, a few of which were so weak as to show that the writers of them had forgotten almost all they may once have known. Arithmetic.

"Question 1. As usual this question—on general principles—was the one least satisfactorily answered, nobody obtaining full marks.

"(*a.*) To show that the sum of the partial product equals the whole product. For children the method by diagrams is the best, but this was seldom employed.

"(*b.*) To show that the difference between two different numbers of the same digits is divisible exactly by nine. This was often left unanswered; it is easily explained by decomposition of ten (and its powers) into nines and unit figures.

"(*c.*) Proof of rule for division by a fraction. Rather long methods were frequently used, and it was often forgotten that multiplication, not division, must be used for the proof.

"(*d.*) Definitions, reasonably well done, except that a compound fraction was often compared with a complex one.

"Question 2. Calculation of $\sqrt{\frac{7}{13}}$ correctly to four decimal places. The methods were often cumbrous, owing to a neglect to rationalise the denominator; and the commonest answer, ·7337, was of course incorrect in the fourth digit, which should have been increased to eight.

"Question 3. Paving a courtyard. Sometimes the square root of the product of the lengths of the two sides, instead of the G.C.M. of these lengths, was taken.

"Question 4. On proportion, generally correct. It is very undesirable to use the unitary method for long sums.

"Question 5. Simplification of a complex fraction, usually worked out by long methods. Only one candidate (out of 700) saw that the 1st and 2nd terms of the numerator were each respectively three-fourths of the 1st and 2nd terms of the denominator.

"Question 6. Compound ratio. A very simple sum, often made complicated by erroneous reasoning.

"Question 7. Train and tunnel. This sum called for care, but was generally done correctly by those who saw that the train must run its own length in order to clear the tunnel.

"Question 8. Time for filling a cistern. A very easy question. The errors made were generally due to carelessness in placing the decimal point. One candidate found 23 years for answer.

"Question 9. Given the product and the quotient of two numbers, find them. By the help of simple algebra this question was usually answered correctly.

"Question 10. Stock. Errors were rather frequent from the neglect to observe that, though the capital in one stock was double that in the other, the two incomes were not in a corresponding ratio.

"Question 11. Profit per cent. There was often an error due to neglect of the fact that all per-centages relate to 100, the ratio of x to y not being equal to that of $100+x$ to $100+y$.

"As a whole the students' papers were reasonably good."

Mr. Legard:—

English. First year.

"The papers as a whole reached a higher level of accuracy and intelligence than in many previous years.

"A noticeable defect, however, in many cases was a want of care, as shown in slipshod handwriting, faulty arrangement, and bad punctuation.

"The parsing and analysis were generally well done.

"Explanation of certain words occurring in the text of the selected authors was frequently well given, but a scanty knowledge of etymology was displayed.

"The weakest point in the papers, it seemed to me, was the inability of the students to quote with accuracy passages from the books that they had been studying when they were called upon to do so, and the astonishing ignorance of metre that they showed when they attempted to give from memory the actual words of the 'Idylls of the King.'

"Such a fault would lead the examiner to suppose that the students had been encouraged to learn the notes at the sacrifice of the text, for it is clear that if a poem of Tennyson's is really to be mastered the most striking passages must be read over and over again in order that the mind of the learner may be saturated with his exquisite diction and imagery.

"On the other hand, there was little indication in the papers that the students had hurried over their work or had not attempted to do their best."

Mr. Brewer:—

English. Second year. Papers marked.

"The papers marked by myself and the members of my staff were the English language and literature papers of the second year men, both students and acting teachers. In all they numbered nearly a thousand, about three-fourths being from the training colleges.

Change in the paper.

"A change was made in the paper this year by the separation of the composition exercise from the language and literature. This was a useful change, as three hours were allotted to the latter, and so the paper became a more thorough test in that important part of the general subject, English.

Paper set a better test of literary knowledge.

"I have in former years noted that more stress was laid upon the language part of the paper, especially the parsing and analysis, than upon the literature portion. The paper this year was not open to criticism in this respect. Of parsing there was none, and a shorter passage than usual was proposed for

analysis. The paraphrase was of about the customary length. Therefore, as the composition was excluded and the amount of parsing and analysis lessened, the candidates had a fuller opportunity given them of showing their acquaintance with the style and contents of the works studied. This, I am of opinion, was a clear gain.

"On the whole the papers of the students reached, I think, a higher general character than those of former years. There were fewer decidedly weak ones, and also, perhaps, fewer decidedly superior papers. The latter is doubtless to be accounted for by the fact that a number of the best students in the leading colleges now take some University examination instead of a part of the certificate examination. Papers reached a higher general average.

"I proceed to comment on the several questions *seriatim*. The passages for paraphrase were taken from "Macbeth." This exercise was, on the whole, satisfactorily done. There was less padding and less writing round the meaning of the poet than I have often seen. Two sentences proved to be stumbling-blocks in many papers, viz., 'To be thus is nothing, but to be safely thus,' and 'Put rancours in the vessel of my peace'; the former was over-amplified, the latter hardly understood. Paraphrase.

"The passage for analysis was selected from 'Geraint and Enid.' It was analysed with very creditable accuracy. In some papers, however, a more detailed explanation of the relations between the sentences should have been given. The words *be, slaying, liefer, had die*, were chosen from the same passage for grammatical comment. This was the least satisfactorily handled part of the whole paper. The answers were, in many cases, either mere parsing of the words, or too etymological. Some knowledge of historical English grammar from its syntactical side is necessary for a completely satisfactory answer. Analysis. Grammatical notes.

"The comments on certain selected passages from 'Macbeth' were generally to the point, and showed that some annotated edition of the play had been carefully studied. The fault of the answers in some cases was diffusiveness, a tendency to introduce extraneous matter. The context of the passages was in the majority of the papers correctly given. Explanations of "Macbeth."

"Two questions dealt with the 'Idylls,' and were amongst the best answered parts of the paper. The purpose of the poems was generally understood, and in the best papers well illustrated by quotations. The difference between Tennyson's story of 'Gareth and Lynette' and Malory's version of the same was very well done by the students of some of the colleges, while the question was not attempted in any papers of other colleges. The explanations of the passages picked out for comment were generally complete and correct. The most frequent error was in considering 'The spear of grain storm-strengthened on a windy site,' referred to a stalk of corn in an exposed situation. One caution is necessary to those students who have got up the names of the figures of speech, which is this: To say that a certain passage is an example of 'Synecdoche,' or 'Hypallage,' or the like, is not to give an explanation of the passage. If they tried such a method in their teaching they would give an illustration of Milton's 'The hungry sheep look up and are not fed.' Tennyson's "Idylls."

"Trench's chapter on 'The Rise of New Words' was often well summarized, and his etymologies of certain selected words correctly given. Some of the students, however, seem to have used an edition of Trench in which the Archbishop's doubtful derivations were not commented on by an editor, or to have read the text without reference to corrections in the notes." Trench's "Study of Words."

Mr. Monro:—

"Some of the essays sent in were very creditable, and above the average in merit, especially those worked by students of the large London colleges. Composition. First year.

"The favourite theme was '*Home, Sweet Home*;' the subject, '*National character as affected by Climate and other Geographical Conditions*,' which produced some very full and complete essays, being a good second. The third subject, 'A Photograph versus a Picture,' was rarely attempted, and still more rarely successfully. The fourth subject, '*How best to implant a Spirit of Patriotism in Children*,' was, however, not allowed to go unattempted, and some students handled the subject with considerable knowledge and power.

"There were but a few of the common errors in syntax and spelling, and, on the whole, there is much reason for congratulation."

Mr. Davies:—

Composition. Second year.

"I have revised 655 papers worked by students of the second year in training colleges.

"The results are, in my opinion, fairly good.

"This year, as the composition had an hour to itself, and a paper to itself, the students had no direction as to the length of the essay. Judging by the pages of scribbling paper, I should say that many chose a subject and then wrote away against time without any scheme, and left a sentence perhaps unfinished at the expiration of time. Some filled four pages, others doing better work in every way wrote one and a half or two pages. It might be well to require them to give a 'table of headings' and to limit them to a given amount of space.

"'Evening Continuation Schools' was chosen by a large majority; they often did not confine themselves to the new 'Evening Continuation Schools,' but proved the need and utility of evening classes. A great many think that the Government grants are paid to the *teachers* of these institutions; one college alluded flippantly in all the papers to the annual inspection as the 'parade day.' It was on this subject that the essays of four pages were written as a rule.

"'Reverence for Antiquity' was taken by a fair sprinkling, and, excepting one or two highly poetical effusions, and one or two 'barely utilitarian' ones, the work was better than on 'Evening Continuation Schools.'

"The quotation from George Herbert, though it had a fine parallel in Gareth, did not find favour with many; those who took it were a little sermonic, but otherwise did it nicely.

"On the whole the chief fault was the attempt to write the time out; essays with really well-balanced sentences, no padding, no needless repetition, were rare; hence 25 marks and upwards out of 30 (maximum) were rarely gained."

Geography. First year.

Mr. Edwards:—

"The papers sent to me for revision (790 in number) were worked by the students of seven training colleges, and by teachers sitting at 31 different centres. The average total of marks gained by the students was about 50 (out of 75), while the teachers gained an average of about 35. Thus on the whole the students showed the superiority which might be expected, although a few of the teachers did as well as the best students. The majority of the candidates found a difficulty in answering the latter parts of Questions 3, 6, and 10. The distinction between (*a*) not flat and (*b*) globular in Question 2 was rarely kept in view, and the remaining portions of the question were thoroughly well treated only by a very small minority of the candidates. In one training college, where the maps were particularly well done, the students sometimes used inaccurate language in treating physiographical matter, *e.g.*, 'the winds became colder, therefore more condensed, and fall as rain.'"

History. First year.

Mr. Rooper:—

"Judging from the answers, the candidates divided themselves into four classes. The best had enjoyed the advantage of good oral instruction, which had been based upon a good text-book and made interesting by varied illustration. Next to these were those who had read one good text-book but had not received oral instruction. Of the two remaining classes those in the one had only read some meagre outline of history, while those in the other knew no more of the subject than they had acquired from the readers used in teaching the standards in the schools. The merit of the first class is that they have learnt to view as contemporaneous facts and movements which the exigencies of historical narrative present to us consecutively. Only these are able to answer questions which require the putting together of facts which are not closely associated in the text-book. The fault of the lowest class is that they write out anecdotes of history instead of answering the question. Text-book knowledge which is not accompanied with oral instruction permits much confusion, such as between the Petition of Right and the Bill of Rights.

"It was curious to observe that the names of Clarkson, Howard, and Jenner were less well known than those of Arkwright, Wedgwood, and Watt."

Mr. Tremenhere:—

"The paper this year was of reasonable length, and the answers consequently showed a decided improvement in style. The handwriting was generally creditable, and the figures neatly drawn. The use of abbreviations was confined within legitimate limits, and forbidden symbols and letters were very seldom employed. The proofs were developed in proper sequence, and with a fulness and soundness of reasoning far greater than I have found in previous years, while references were in general given with satisfactory frequency and correctness. These are no small gain in a subject like geometry, which, rightly regarded, is not merely a branch but a means of education, and to a training college student incomparably more valuable for its method than for its conclusions. Euclid. First year.

"There are still a few points of style in which improvement is desirable. The demonstrations are too crowded, the proofs being written out without any break of space. It would be of assistance both to the writer and the reader if the particular enunciation, the construction (if any), and each stage of the demonstration were given a separate paragraph. Correlatives are often stated out of their logical order. Thus in i. 6 many candidates write 'because the angle HLK = angle HKL ∴ side HL = side HK' as if it followed that, not the opposite sides, but one pair of the containing sides were equal. 'The same reason' is often given for 'a similar reason.' In constructions the position of points is frequently left undefined, especially in i. 40, ii. 6, and ii. 9.

"The bookwork had been, as a rule, very well mastered. The chief errors were the following:—Assuming, in i. 6, the smaller triangle after construction to be isosceles; giving i. 18 instead of i. 19; assuming, in i. 29, the equality of the alternate angles; using iii. 1 in the proof of iii. 9 to find the (true) centre, instead of assuming a (false) centre; saying, in the same proposition, that the straight line, drawn from the point assumed not to be the centre through the assumed centre to the circumference, is the greatest straight line *in the circle*, instead of the greatest straight line which can be drawn to the circumference from the point assumed not to be the centre (a very common slip); omitting in iii. 33 the case in which the given angle is a right angle, in which event the construction which follows is impossible; assuming iii. 16 or iii. 18 when asked for the definition of a tangent; and, lastly, imagining that, in iii. 16, the line drawn between the tangent and the circumference is supposed to be at right angles to the diameter.

"In quoting references the chief confusions were between i. 5 and i. 6, i. 11 and i. 12, i. 18 and i. 19, i. 27 and i. 29.

"The riders seemed as a rule to be well within the powers of most of the students, though the dismounted rider of the last question was attacked by only one per cent. of the candidates and mastered by none, while the deductions attached to iii. 9 and iii. 33 were rarely attempted, and that depending on ii. 9 very rarely. Very seldom was it observed that the first rider involved two possible cases, and it was sometimes assumed that the lines joining the vertex of the constructed triangle to the angles of the square opposite its base made straight lines with the sides of the triangle. Similarly, in Question 3, the equal straight lines were sometimes assumed to bisect each other at right angles. More common was it to find i. 32 used to solve the deduction in i. 19, and to be told that equal parallelograms must have equal sides, while some endeavoured to inscribe not only one but two rhombuses in a circle!

"In point of style the candidates allow themselves more latitude in treating riders than in dealing with Euclid's propositions. Constructions are less carefully made, references less frequently given, and occasionally well-known geometrical facts (such as that the diameters of a rhombus bisect one another) are treated as if requiring no proof.

"Many of the figures, circles especially, were evidently drawn with artificial help. A Euclid paper is not an examination in freehand drawing, and I cannot see any reason why compasses should not in future be expressly included in the list of authorised instruments."

Mr. Aldis:—

"Generally the work is even and of high quality. The best college showed an average of 75 marks, the worst of 58. Very few papers indeed could be Euclid. Second year.

called poor, and it was very rarely that the candidates were totally unsuccessful in attempting the riders. Perhaps the best proof of the intelligence of the work is seen in the way in which all instinctively fastened on the questions off which marks could be got. Not one in fifteen tried the question in the second book, and a rider complicated by the use of capital and small letters was generally viewed askance.

"There were cases, not half-a-dozen at most, in which the candidate showed gross errors. The setting out of the figures implied that some worked with figures on the blotting paper. There was some shockingly bad writing, and writing of ratios as fractions also calls for notice, but the lack of care in drawing figures is the most serious fault. The most frequent and striking errors were committed by those who fell victims to the insidious suggestions of symmetrical figures."

Mr. Joad :—

Euclid. Second year.

"I beg to submit my report on the Euclid of second year candidates for certificate from the training colleges of York and Winchester.

"This subject on the whole has been well done by the men of both the above colleges. The propositions were, as a rule, accurately known, and the problems were also attempted with considerable success. In the case of the latter the solutions given were various, and showed a good general knowledge of the propositions, which were freely referred to in support of the reasoning. An exception, however, must be made in regard to the problems of Book II., dealing with squares and rectangles, which were very generally avoided in favour of those connected with the other books. Mistakes were also occasionally made in dealing with the proportional quantities of Book VI.; but this weakness was far from being general. But if the matter of the papers was good, the same cannot be said of the style and manner in which many of the answers were written down. Letters were badly made, and freely altered both in the figures and in the reasoning, the final result in many cases being unintelligible; and the figures themselves were too small and drawn in a slovenly and careless manner. The various stages of the argument, although not actually confused, had an appearance of being so owing to the neglect of punctuation, the omission of conjunctions, and the crowding of several steps into one line, the last of which did not end with that line, but overlapped into the next. All this made the argument very difficult to follow, especially in the case of the problems, and the task of revision was thus rendered much more laborious than it need have been. I am of opinion, however, that these faults are not altogether due to defective teaching, but to the hurry of examination and the fear of using up the space available for answering the questions before the knowledge of the candidate was exhausted, and I would suggest that on future occasions either fewer questions should be set, or that more space should be allowed for the answers in this subject.

"The work of the students is decidedly superior to that of the acting teachers, whose papers I also revised."

Mr. J. Wilson :—

Algebra and mensuration. First year.

"Though there are many good papers, the bulk are disappointing when we consider they represent the result of three years' work at algebra. The actual marks gained give too favourable a view, for numbers of men receive marks for writing out bookwork in the progressions, &c., who cannot correctly solve an equation or even simpler problems. Such knowledge is worse than useless, as it is a waste of time to go to higher work when the elements are uncertain. I would suggest that in future papers the elementary examples should be compulsory, and that no marks should be given for advanced bookwork to candidates unable to pass the preliminary part.

"I shall now criticise the answers in detail.

"1. Factors are weak at Carnarvon, Culham, Hammersmith, and York. The difference of two cubes was not well done.

"3. Indices are weak at Winchester, Battersea, Bangor, and York.

"4. Equations are very inaccurate as a rule:—Homerton, Westminster, Saltley, Cheltenham, and Durham much the best. Borough Road very unequal in merit.

"5. Very few did the problem; Cheltenham and Durham are the only colleges deserving mention in this question.
"6. Theory of quadratics generally taught. Chelsea weak.
"7. The inequality bookwork is very generally known.
Very few students seem to know that it is inelegant to work both sides of an identity at once to arrive at the result—nothing equals nothing.
"8, 9, 10. The bookwork on progressions was generally written out, but the examples were not attempted in some colleges.

MENSURATION.

"The knowledge of mensuration was fairly good. The errors in the first question principally arose from, not taking the root far enough to secure the required approximation in the answer.
"The second question was the one usually selected as it was the easiest. The errors were usually in finding the radius of the circle when the area had been found. Very few students in some of the colleges perceived that the long square roots in finding the areas of the triangles might be avoided.
"Of the entire set of papers sent to me those from Durham were the best both in average merit, and containing one or two extremely good papers."

Mr. King:—

Algebra and mensuration. Second year.

"The papers this year show considerable improvement in the style of answering questions on bookwork: the important points of the proofs are fairly met and clearly demonstrated. In a very few cases these proofs appeared to have been committed to memory merely, and the result was inevitable failure. As the time allowed for working the paper is limited, the lecturers would do well to teach their pupils not to waste time and space on verbose explanations and introductions, both of which are unnecessary. For instance, in the proof of the binomial theorem, if the student can explain clearly (not necessarily at great length) the formation of the *general* term he need not devote much space to the formation of the first two or three terms of the series.
"In the practical manipulation of algebraic symbols less dexterity is shown than in recent years; hardly any of the candidates succeeded in reducing the complex surd: they made little use of the theorem to which it was appended, and neglected the rule to rationalise the denominator. The proofs of the two equalities were in many cases worthless, as the links in the process on which the results depend were omitted. In all these cases I searched the candidates scribbling paper carefully, in the hope of discovering the method used by them, but with little result. Candidates, however, must not expect examiners to undertake such a task; they must show clearly each important step of the process in their fair copies. The problem proved to be too difficult; the correct solution without unwarranted assumptions requires a little careful consideration which possibly may be too severe a test for such candidates working under the stress of an examination."

Mr. Barnett:—

Political economy. As to the matter.

Text-books have been read for the most part with great care, and were generally well understood and remembered. On the other hand candidates have very rarely gone beyond what they have there met, being content in almost all cases to reproduce the words which they have learnt, apparently, by heart. The result has been that many views which are still matter of opinion are frequently set forth as irrefutable, and in some cases, where discussion has been invited by the form of the question, candidates have indicated that they have arrived at a certainty which does not admit of any consideration of adverse views.
Excessive devotion to text-books has caused many candidates to confine themselves for economic illustrations to the 'Fifties and 'Sixties of this century. This is particularly noticeable and unfortunate in answers to questions like that dealing with strikes and the means tried and proposed in order to avert them. Very few candidates quoted the most considerable struggles in this kind that have taken place in England during the last few years. It is remarkable, too, that many of those who addressed themselves to this question

thought that all joint stock companies were co-operative associations of workmen.

"The questions answered most rarely and with least success were those requiring a little enterprise in thought and illustration. These were the first, which asks for a few familiar examples to show that scientific laws are of equal validity in great things and small, and the eleventh, which deals with old age pensions.

As to method. "Most of the answers were set forth with sufficient clearness, but in a kind of examination jargon and shorthand; many were exceedingly ungrammatical, and almost all showed a plentiful lack of power to make clear consecutive statements in ordinary prose.

"A very common form of locution was the following:—"Articles of wealth 'must possess the following qualities, 1) useful; (2) transferable; (3) 'limited in supply.'

"Similarly, I find that 'tog.' stands for 'together,' 'def.' for 'definition,' 'cap.' for 'capital,' and so on; and that the signs permitted in mathematical formulæ are good enough also for an examination paper in political economy.

"There is much perverse and laborious ingenuity shown in the aimless use of coloured ink, which must waste much of the candidate's time and is certainly most perplexing to an examiner, who is apt to take ornamentation for emphasis."

Languages. Latin. Mr. Brodie has made a very complete report on the manner in which the different questions were answered, but there is only space for his general conclusions. The rest of his report, however, will be very useful to the teachers of Latin when I next visit the training colleges. The same may be said on Mr. Dibben's report on French.

Mr. Brodie. "It is now six years since I examined papers on Latin, and I am struck at once by a real progress and considerable advance in knowledge of the subject. There are of course some practically worthless papers, but there is a much larger proportion than formerly of very fair and even good ones.

"For the first time I have examined papers by women in this subject. They are, as must be expected as yet, generally inferior to the men's; but there are not a few really creditable, and one to which I assign 90 marks out of the maximum 100, really good, and in fact obtaining the highest numerical value of those examined.

"To sum up, much knowledge is displayed in both years, there is very creditable rendering of the easier Latin sentences, but often failures in translating the more complicated constructions, and the subtler shades of meaning. Real knowledge is shown by many of the subject matter. When the students have words set to decline they give them mostly with accuracy, but this knowledge fails them when they have to translate from English into Latin. Unquestionably this is the weakest part of the papers, and it is clear that a good deal of time should be spent in practising how to render the former into the latter language. Such questions, too, as (3) in the first year paper, relating to 'rest at and motion to a place, &c.,' and (4) in the second year, as to 'impersonal verbs, gerundive, oratio obliqua, &c.,' evidently need more thorough grasp and understanding. Whoever indeed really knows all the intricacies of the 'obliqua oratio' the hypothetical constructions of the subjunctive mood, and the uses of the gerundive, has advanced a long way towards a real knowledge of Latin, and, if he can apply this knowledge towards translating accurately both into and from the Latin, may be called a Latin scholar."

Languages. French. Second year. Mr. FitzMaurice has given a number of extraordinary errors made by the acting teachers, which are well worthy of a place in a collection of ludicrous mistakes. In order that a mistake shall be amusing there should be a certain "vraisemblance," showing the process by which the author arrived at it, *e.g.* (to quote just two of those given by Mr. FitzMaurice), "imprimer les Almanachs," "to imprison the Germans"; "Le ciel d'été," "the Almighty Being." But a rule was made not to mention wonderful blunders in these reports because they are apt to give an incorrect idea of the general standard of work; moreover they do not

come, as a rule, from the training colleges at all, and the names of those who make them probably will not appear on the list of successful candidates. But Mr. FitzMaurice says :—

"Against papers containing the above and other ridiculous mistakes I am glad to be able to set excellent translations of the passages from 'L'Avare' and 'Le Luthier de Crémone.' The translations into French were of course the most difficult part of the paper. A few, however, obtained very high marks. The knowledge of French thus shown, and that too by a very fair proportion of candidates, amply proves that very good work is done in certain colleges and centres, and that the candidates who can write such good French will be quite able to teach the language with success in our elementary schools."

Mr. Hodges :—

"The large hand copies are almost without exception better written than the small hand; the great fault in the latter being in the loop letters, both above and below the line. Dictation and penmanship. First year.

"By far the best writing was sent up by the Westminster men.

"There are comparatively few cases of really bad spelling. In some instances candidates have not quite heard the words dictated, and have substituted others similar in sound. This has led to the most ludicrous rendering of some of the passages."

Mr. Kefford :—

"On the whole well done, evidently more attention has been given to 'copy setting' than there used to be. Both Chelsea and Westminster obtained high average marks. In spelling there were but few mistakes throughout the papers." Dictation and penmanship. Second year.

I have the honour to be, &c.

H. E. Oakeley.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

ABERYSTWYTH.

(Day Training College.)

Visited in June 1893.

This day training college in connexion with the University College was opened in October 1892, when 30 students were admitted, 20 women, 7 men in the first, and 3 men (under Article 115*b*) in the second year. All the women attending the University College classes live in the fine and beautifully situated Queen's Hotel, which is a very great advantage for them. This arrangement is practicable on account of the visitors' season mainly taking place during the long vacation, and the court of governors are therefore able to secure the hotel during term time for their students. The men reside in their own or friends' homes, or in lodgings approved by the senate. Miss Carpenter, the able lady principal, was good enough to show me all the rooms in the hotel fitted up for the 85 students; they are most comfortable and well arranged. The students attend lectures at the University College given by the excellent staff of professors and lecturers, and Mr. Holman, of Caius College, Cambridge, who has a first-class certificate and also a certificate (with distinction) from the Cambridge Teachers' Training Syndicate, was appointed master of method. Instructors in music, drawing, needlework, and domestic economy were also appointed. The college library is a very good one, and steps were being taken to form a collection of educational works and school appliances used in foreign countries. It was also proposed to establish a department for the training of secondary teachers, the work of the two training departments being carried on in combination so far as may be practicable. The students practise in the Aberystwyth Board and National Schools during the Christmas and summer vacations; they attend three lectures each week on the science and art of education, and there is a criticism lesson once a week. The report of the master of method shows that very good arrangements have been made for the technical part of the work. The results of the examination for certificates in June 1893 were very creditable, and especially so when the qualifications of the students at their admission are considered.

About half the women and three-quarters of the men were placed in the first division of the first year.

It will be seen from this report that the day college has made an excellent start, and is likely to do very good and important work.

The members of the committee present at the conference were:—

H. C. Fryer, Esq., chairman.
Mrs. Williams.
Miss Carpenter.
Miss Marsh.
Sir M. Lloyd, Bart.
Principal Roberts.
Dr. C. H. Herford.
Professor Angus.
T. Owen, Esq., chairman of the Aberystwyth School Board.
The Master of Method.
The Registrar.

BANGOR.

(British and Foreign School Society's Training College.)

Visited with H.M. Chief Inspector Mr. Williams in June 1893

Staff:—

Mr. Price, principal.
Mr. Thomas, B.A., vice-principal.
Mr. Hurren Harding, science lecturer.
Mr. Davies, B.A., tutor.
Mr. Roome, tutor.

The Rev. D. Rowlands, M.A., gives two lectures per week.

There were 60 students in residence. The buildings are good, but too small for the numbers in some respects, especially in the basement. I thought two bedrooms dangerously situated in case of an alarm of fire; however, the committee said they had consulted an expert and have followed his recommendations, so I feel free from further responsibility. The science lecturer gave a very good lesson; and the criticism discussion was effective. The practising school has improved, but the reports on each student attending it are too uniform and laudatory, as I have said before. The students passed a satisfactory examination at Christmas 1892, 11 out of 30 in each year being placed in the first division. Those in the second year were above the average in algebra, mensuration, Euclid, geography, and history.

Present at the conference:—

W. Bayne, Esq.
J. Hughes, Esq.
H. Lewis, Esq.
M. Owen, Esq.
Major Savage.
H. Williams, Esq.

BATTERSEA.

(National Society's Training College.)

Visited with H.M. Chief Inspector Mr. Scott Coward in November 1893.

Staff:—

Rev. Canon Daniel, M.A., principal,
Rev. E. Hammonds, M.A., vice-principal,
Mr. Hards, B.A.,
Mr. Griffiths,
Rev. J. Hannah, B.A.,
Mr. Moore, B.A.,
Mr. Cann, B.A.,

and three others partially employed.

We found 108 students in residence. More class-rooms and a day-room are wanted; the dining room is too small. I did not press this on the committee as they informed me the lease may be terminated in a year. They promised, however, to make some better provision for escape in case of fire. The criticism exercise, as usual, was admirably well performed. Three of the younger members of the staff gave good lectures. The register of progress in the practising school is very carefully and elaborately kept, but it seemed to me and to my colleague to be too eulogistic, and many of the final judgments were identical. I am glad again to report a highly successful examination at Christmas, for 41 of the 51 seniors, and 43 of the 56 juniors, were placed in the first division.

Present at the conference:—

Lord Ashcombe,
The Dean of St. Paul's,
Archdeacon Burney,
Canon J. Erskine Clarke.
W. Evill, Esq.,
Rev. A. Shutte,
Rev. J. A. Brownrigg (secretary),
And the Principal.

BOROUGH ROAD, NEW COLLEGE (ISLEWORTH).

(British and Foreign School Society's Training College.)

Visited with Mr. Scott Coward and Mr. Willis in November 1893.

Staff:—

Mr. Withers, B.A., principal;
Mr. Barkby, B.A., vice-principal;
Mr. Miller, M.A.;
Mr. Buckle;
Mr. Ward, M.A.;
Mr. Gow;
Mr. Delaney, B.A.;
Mr. Schofield;
Mr. Peters;

and six others partially employed.

Mr. Withers commenced work as principal in April in succession to Mr. Barnett, H.M. Inspector. The number of resident students was 135. Three Egyptian students joined the college in January, making the total number six; there is also a Siamese student in residence, and three French students have attended some classes for a time.

Two senior students are to take a third year's course (under Article 120) at French training colleges. More than a third of the men are studying for their degree, which is very satisfactory, but inconvenient in the college routine, as a double set of lectures is necessary. The college buildings are generally good; there is a large common room, but it is fitted up at present too much on the schoolroom type. The staff is very efficient; all were present at the criticism lesson, and five took part in the subsequent discussion. The register of the students' progress was very useful to me in hearing the lessons. The unavoidable inconvenience of the practising schools (already referred to in my report) is somewhat lessened by visits made to London board schools. Each student is required to write a full report on the construction, apparatus, organisation, and methods of the schools visited. Short essays on educational subjects have supplemented the criticism lessons; the reading of the essay being followed by a discussion in which students and tutors take part. I have a strong opinion of the value of such a debate, and it may be of interest to other colleges to name a few of the subjects lately taken:—The various means of stimulus possible in the elementary school. How the will is cultivated in children. The methods of language teaching. Organisations outside school work. The aims and extent of manual work.

The results of the Christmas examination were again highly creditable.

Present at the conference:—

E. West, Esq., chairman,
W. B. Adams, Esq.,
A. Bourne, Esq., general superintendent,
R. Hamilton, Esq.,
J. J. Morrish, Esq.,
T. B. Morrish, Esq.,
E. Spicer, Esq.,
F. Thompson, Esq.,
And the Principal.

CAMBRIDGE UNIVERSITY.

(Day Training College.)

Visited in June 1893.

There were 13 students, 3 in the second, 10 in the first year. They attend the usual college and other lectures, and the following four teachers are especially appointed to assist them:—

Mr. Oscar Browning, Fellow of King's College, director.
Mr. Iliffe, St. John's College, master of method.
Mr. Sedley Taylor, late Fellow of Trinity College.
Mr. Dickenson, Fellow of King's College.

I have mentioned in my general report some points of considerable interest in connexion with this new experiment of opening a training college for elementary teachers at our old universities. So far we have every reason to be contented.

CARMARTHEN.

(National Society's Training College.)

Visited with H.M. Inspector Mr. Pryce in May 1893.

Staff:—

Rev. C. G. Brown, B.A., principal.
Mr. Baker, B.A., B.Sc., vice-principal.
Mr. Holmes, B.A., B.Sc.
Mr. Adamson.
Mr. Rickard, master of method.

We found 62 resident students. The college is well built and finely situated on a hill. There are wide corridors in it, which is not an unimportant feature; thereby space for men to pass to and fro in an orderly manner and good ventilation are obtained. The narrow passages at some old colleges are in many ways inconvenient. Mr. Adamson gave a very good lecture on the solar day, and Mr. Holmes also taught well (on indices). I should think that the new rule that students may take Welsh at their certificate examination will be an advantage here, for several students think in Welsh, and some English subjects must be very hard for them. Considering this, and also their low average place at admission (820), it is satisfactory to state that seven were in Division 1.

Present at the conference:—

The Bishop of St. David's,
Bishop Lloyd,
Archdeacon James,
Archdeacon De Winton,
Archdeacon of Pembroke,
E. Morris, Esq.,
Col. Hughes,
Dr Hearder,
Rev. E. Jones,
T. Barker, Esq.,
And the Principal.

CARNARVON.

(Church of England Training College.)

Visited with H.M. Inspector Mr. Watts in June 1893.

Staff:—

Rev. J. Fairchild, M.A., principal.
Rev. F. Lampett, B.A., vice-principal.
Mr. Hardman, B.A.
Mr. Walker.

The number of students was 45. As at Carmarthen, the place at admission was low, 917 on the average last year. We heard three good lectures. I consider the results of the examination highly satisfactory, 10 of 22 in the second year being in the first division. The new college, picturesquely situated at Bangor, was nearly ready for occupation at the end of last year. Everyone is surprised at the success of the principal in raising subscriptions towards it; in these days to collect 10,000*l.* is rather a feat. I believe the men will leave Carnarvon and move into the new college early in 1894.

Bangor, with its university college, two training colleges, and two or three theological colleges, &c., will be pretty well off in the matter of education.

Present at the conference :—

The Bishop of Bangor,
Dean of St. Asaph,
The Dean of Bangor,
Archdeacon Pryce,
Canon Lewis,
Col. the Hon. W. E. Sackville-West,
Rev. E. Hughes,
Rev. W. Morgan,
J. Edwards, Esq.,
E. O. Lloyd, Esq.,
Col. Platt,
Trevor Hughes, Esq.,
And the Principal.

ST. MARK'S, CHELSEA.

(National Society's Training College.)

Visited in November 1893 with Mr. Scott Coward and Mr. Helps.

Staff :—

Rev. G. W. Gent, M.A., principal.
Rev. C. J. Smith, M.A., vice-principal.
Rev. C. S. Dawe, B.A., master of method.
Rev. E. C. Gill, B.Sc.
Mr. Lawson.
Mr. Saltmarsh, M.A.
Mr. Breden.
Mr. Gunning.
Mr. Campbell, B.A.

Two students were in the third, 62 in the second, 53 in the first year. In consequence of the large number of students who now take London University examinations the time-table is mainly organised for the matriculation examination in the first, and for the intermediate in the second year. Thus a double set of lectures is avoided. Having heard the senior experienced tutors lecture in former years I thought it necessary to hear Mr. Campbell only. However, I also heard Mr. Gill give an excellent science lecture, with good experiments. The criticism lesson was well discussed, as usual, by the principal, the vice-principal, Mr. Dawe, Mr. Gill, and three students. A very good year's work has been done here.

Present at the conference :—

The Bishop of London,
J. G. Talbot, Esq., M.P.,
Canon Cooke,
Col. Parr,
Rev. E. S. Hilliard,
Rev. J. S. Brownrigg (Secretary, National Society),
And the Principal.

CHELTENHAM.

(Church of England Training College.)

Visited with Mr. de Sausmarez in May 1893.

Staff :—

Rev. R. M. Chamney, M.A., principal.
Mr. Brereton, M.A., vice-principal.
Mr. Baker, M.A., superintending master.
Mr. King, M.A.
Mr. Lyon.

The number of students was 90. Since my visit the college has sustained a severe loss by the resignation of Mr. Brereton on account of ill-health. I

am glad to say that a recreation room was being built. This college draws a very fair set of men from all parts of the country as it has no special connexion with the diocese. The average place on the admission list of the second year students was 494, and they passed a fairly satisfactory examination in 1892, 17 out of 48 being in Division 1. The first year, however, answered very well, 29 out of 42 being in Division 1.

Present at the conference:—

Rev. G. P. Griffiths, chairman.	Surg.-Gen. Bedford.
Rev. R. T. Tomes.	Major Abbott, Hon. Treasurer.
C. Pidcock, Esq.	Rev. E. Cornford, Hon. Sec.
J. Tweedie, Esq.	

CHESTER.

(Diocesan Training College.)

Visited in May 1893 with H.M. Inspectors Mr. Parez, Mr. Kynnersley, and Mr. Harrison.

Staff:—

Rev. J. D. Best, M.A., principal.
Rev. D. A. Stewart, M.A., vice-principal.
Mr. Potts, B.A., tutor.
Mr. Woodhouse, tutor.
Mr. Curjel, B.A., tutor.
Mr. Lovell, master of method.
Mr. Ardern, master of music.

The number of students was 108. Christchurch School has been used as a practising school as well as the school at the college, which is an advantage, for the latter school was rather small for so large a college; also, the men will gain in experience. The number of candidates for admission is large, but their general position on the list continues to be low, though there is some improvement. However, the senior students passed a good examination, 24 out of 58 being in the first division. In school management and penmanship they were above the average, and some of the additional subjects were successfully taken.

Present at the conference:—

The Bishop of Chester.	Canon Munn.
Archdeacon Barber.	H. Crews, Esq.
General Mocatta.	Rev. A. P. Holme, Hon. Sec.
Canon Tonge.	

CULHAM.

(Oxford Diocesan Training College.)

Visited in October 1893. H.M. Inspectors Mr. Du Port and Mr. Coward were with me for one day.

Staff:—

Rev. W. Long, M.A., principal;
Rev. G. Fathers, M.A., vice-principal;
Mr. Edwards;
Mr. Mockridge, B.A.;
Mr. Pheasant;

and two others partially employed.

We found 89 students. I have spoken about the college library before; it is improving, but might be weeded of many books now useless, *e.g.*, the Clergy

List of 1858 is not a good book of reference. Mr. Pheasant, recently appointed, gave a good lesson on the "nine points circle." The provision for practice cannot be very satisfactory. Culham is a small hamlet, and the school necessarily small. The other practising school (at Abingdon) is too far off. Both are favourably reported on by the district inspector. The register of progress is well kept. The senior students answered very well in mathematics and school management.

Present at the conference:—

The Archdeacon of Berkshire.	Rev. P. Bevan.
Canon Marshall.	Rev. J. Cotton.
Canon Ducat.	Rev. P. Burd.
Rev. T. Archer Houblon.	G. H. Morrell, Esq.
Rev. R. Griffiths.	H. De Vitré, Esq.
Rev. F. Clutterbuck.	Col. Blunt.
Rev. H. Lewis.	H. Clark, Esq.
Rev. A. Fearon.	Canon Slatter, Hon. Sec.

DURHAM.

(Diocesan Training College.)

Visited with H.M. Inspector Mr. Newton in June 1893.

Staff:—

Rev. S. Barradell Smith, M.A., principal;
Rev. J. Hull, M.A., vice-principal;
Mr. Dall, B.A., master of method;
Mr. Urwin, B.A., tutor;
Mr. Brown, B.A., tutor;

and three others partially employed.

Seventy students were in residence. All the outgoing students obtained suitable appointments on leaving in December 1892. I was glad to see plans for a recreation room and for additions in the kitchen offices. Mr. Urwin had just been appointed Inspector's assistant, and was about to leave. The arrangements for the practice of students in teaching are good. I did not hear a criticism lesson as the master of method had only just recovered from an attack of scarlet fever. His register of progress has been well kept. I heard a very good account of the students' company in the volunteer corps. The last published results of the certificate examination are fair; too many of the juniors appear in the third division, but they may improve their position in the second year.

Present at the conference:—

Canon Kynaston, chairman,	Canon Whitley,
Canon Tristram,	C. Rowlandson, Esq.,

and one other member of the committee whose name I did not catch.

EXETER.

(Diocesan Training College.)

Visited with H.M. Inspector Mr. Cowie in April 1893.

Staff:—

Rev. J. G. Dangar, D.D., principal;
Rev. J. Phillips, B.A., vice-principal and master of method;
Mr. Weeks, tutor;
Rev. A. Baber, B.A., tutor;

and four others partially employed.

There were 63 students at our examination.

The college library is improving; but there is no recreation room. The lectures we heard were very satisfactory, especially that by Mr. Weeks on a class of geometrical deductions. The criticism discussion was very useful for the students. The master of method handed me his twenty-fourth annual report; the arrangements for the students' teaching and course of lectures appear good, and as they are much the same as in former years I need not again explain them. The courtesy of the Exeter teachers, however, towards the students when they make their annual visits to all the schools in the city deserves a word of recognition. The students also visit the deaf and dumb institutions, and observe the methods adopted, which is also a very sensible regulation. I understand that the teachers from this college do very useful work in the diocese.

I wish I could report that the attainments of the candidates before entrance have improved; their average position on the admission list is as low as 1,000. Considering this, I am glad to find that about one-third were placed in the first division at the certificate examination. Both years were weak in mathematics, of which they know very little when admitted. Their drill continues to be very good.

Present at the conference:—

W. R. Collins, Esq.
Rev. L. Sanders.
J. H. Ropall, Esq.
W. Cotton, Esq., Hon. Treasurer.
Rev. S. Childs-Clarke, Hon. Sec.

HAMMERSMITH.

(Roman Catholic Training College.)

Visited with H.M. Chief Inspector Mr. Scott Coward in October 1893.

Staff:—

Rev. Canon Graham, D.D., principal.
Rev. P. Quinn, vice-principal.
Mr. Enright, B.Sc.
Mr. Mooney.
Mr. Murphy, master of method.

Fifty-one students were present. There is a day-room, but it is a very plain one. I advised the committee to consider some better provision for escape in case of alarm of fire, and also to make some additions to the furniture in the dormitories, which they said would be done. The college, though in a crowded locality, is fortunate in possessing a pleasant recreation ground. The number of students trained here since 1851 is 750; 467 are still teaching, 107 are dead. The students are weak in mathematics, probably from the same cause which I noted at Exeter College; their knowledge of the subject when they come to the college is unfortunately very slight. Their lessons given before me were decidedly good, and their recitation has always been excellent.

Present at the conference:—

The Duke of Norfolk.
Rt. Rev. Mgr. Cahill.
Col. Prendergast.
G. Blount, Esq.
T. Hunnybun, Esq., Secretary.

HOMERTON.

(Training College in connexion with the Congregational Board of Education. Candidates of all denominations are eligible.)

Visited with H.M. Inspector Mr. Aldis in March 1893.

Staff:—

Mr. Horobin, M.A., principal.
Mr. Powell, master of method.
Mr. Wilmott, lecturer.
Mr. Jones, lecturer.

The number of students was 34. The premises are not very convenient, and I was glad to hear that it was proposed to migrate to Cambridge. Mr. Wilmott lectured on the "Idylls of the King," Mr. Powell on logic, Mr. Jones on arithmetical progression. The results of the criticism lesson were fairly good. The 11 men in the second year passed a good examination at Christmas 1892, as six out of 11 were in the first division.

I have not a list of the members of the college committee who met me in conference.

THE YORKSHIRE COLLEGE, LEEDS.

(Day Training College.)

The 20 students attend such of the University college lectures as are suitable for them, and they are also taught by Mr. Welton. Four of the seven second year men passed the University examinations well; the college papers of two others were sent up for revision and entitled them to be placed in the first division; the remaining man failed. All the 14 students of the first year passed the University examinations well. This is a very good result. The college buildings (as I said last year) are very handsome, but the accommodation allotted to the day students was by no means good at the time of my visit. They had no fixed room, but were moved about according to the requirements of other classes. There was no separate room for the master of method, which is very inconvenient, as he of course wishes to talk to students privately from time to time. I mentioned this to the committee, and probably they have made better provision. The criticism lesson given by a first year student was a very good one and was well discussed. The second year students taught well and passed a good examination in school management.

Present at the conference:—

Rawlinson Ford, Esq.
T. Cockburn, Esq., Chairman of the Leeds School Board.
Principal Bodington.
Professor Ransome.
Professor Rogers.
J. Welton, Esq.

LIVERPOOL UNIVERSITY COLLEGE.

(Day Training College.)

Visited with H.M. Inspector Mr. Harrison in March 1893.

Twenty students were in attendance; 17 reside in the hotel (of which I spoke last year), three at their own homes. The principal alteration in the organisation of the work of the college has been the transfer of the technical instruction in the art of teaching to the University College, where the warden (who has

been appointed lecturer of education at University College) and the professor of philosophy direct the whole preparation of the students in school management. The lectures are also attended by students of University College who intend to teach in secondary schools. The general arrangements at the hostel are very good. The criticism lesson was well discussed in the presence of the warden and sub-warden. The register of each student's progress has been very well and clearly kept. The results of the examination in June were highly satisfactory; all but one of the second year students, and all of the first year, passed approved University examinations. The students have a great advantage in being freely allowed to make use of the fine library and the day room at the University College, which is admirably well planned and built.

Present at the conference :—

R. Bushell, Esq., Chairman.
Miss Hale.
Rev. Canon Diggle.
Rev. J. Bell-Cox.
Rev. Dr. G. Johnstone.
A. Booth, Esq.
E. M. Hance, Esq.
T. Gee, Esq.
J. Wright, Esq.
J. W. Wood, Esq.
R. L. Lindsay, Esq.
Professor MacCunn.
Professor Carey, Hon. Sec.
Rev. T. B. Tyrer.
Rev. W. H. Woodward, Warden.
Rev. A. F. Mitchell, Sub-warden.

KING'S COLLEGE, LONDON.

(Day Training College.)

Visited in March 1893.

There were 21 students in the first, 29 in the second year. They attend many of the college lectures, and are also taught by Mr. Adamson. Besides the prescribed course of school management and practice, the second year students write essays on some educational subjects; that at the time of my visit was "The contributions of Rabelais, Montaigne, Locke, and Rousseau to a theory of education," which seems pretty stiff. They visit two important board schools with the master of method, and also an infant school noted for its kindergarten work. This is in addition to their practice in three good schools. Since only five men wrote on their papers at the admission examination "King's College" as the one to which they desired admission, it is clear that several had to be received who were not high enough for some other colleges, and I cannot help thinking that some of the men who stand very low on the admission list, and know no Latin whatever, profit but little by lectures which must be over their heads. This has now been realised at most day colleges, and only those are admitted who are likely to do pretty well. I find the average position on the Queen's Scholarship list of the 29 students last admitted was 954. They certainly work very hard, perhaps too hard, and the class list for the certificate examination in 1893 is decidedly better than in the preceding year. Five of the second year were in division 1, and I regret to say five were in the third division. In the first year, of 29 men, 6 were in the first division (one of them matriculated), but as many as 10 in the third, and one man failed. The whole number of first year students at all day colleges in the third division was 13. As the master of method is most assiduous and careful in his work, I can assign no other cause for the not very satisfactory results of the examination than that which I have suggested.

Present at the conference :—

The Rev. Dr. Wace.
Professor Laughton.
Professor Seeley.
Austen Leigh, Esq.
J. W. Cunningham, Esq., Sec.
J. Adamson, Esq., master of method.

UNIVERSITY COLLEGE, LONDON.

(Day Training College.)

This day college was opened in October 1892, so I only found students in the first year (10 in number) when I inspected the college in March 1893. It was then proposed that they should take the London matriculation examination, but they fell back on the college examinations, and the result was (after adjustment) that two were in the first division, six in the second, and two in the third. The men attend lectures given by six of the staff of University College; Dr. Mitchell teaches the school management, &c.; and there are also teachers in music and drawing. The average place on the list which qualified them for admission was very low, 1,049. They practise during the college vacations at the board school in Manchester Street. The master of method says at the end of his report: "The difficulties I have felt are of two "kinds, arising from the same cause, viz., that these men are required to "study twelve subjects at the same time. Consequently (1) purely profes- "sional knowledge does not get the time—I mean for reflection out of the "lecture room—that it ought; and (2) the students find it almost necessary "to learn everything by the very system of 'wrinkles,' which the subject of "method exists to denounce."

MANCHESTER, OWENS COLLEGE.

(Day Training College.)

Visited in March 1893.

(1.) Men:

There were 10 men in the third year, 25 in the second, and 15 in the first. They are all reading for degrees, and attend the professor's lectures with the other students. Their instruction in school management is given by Mr. Goode. The practising schools are well chosen, so as to give the students as wide an experience as possible. The class list is on the whole an extremely good one; all but three in the third year graduated, all but eight in the other years passed University examinations. Two unfortunately failed. In the technical part of the examination, however, they did not do so well, being below the average both in teaching and school management.

(2.) Women:

Eight girls were admitted in October 1892, so they were all in the first year. The rule at Owens College is that women may enter the classes and use the rooms in the college in the second year. The students are, therefore, taught in a house near the college by some of the professors and by Miss Dodd, mistress of method, who gave a very good lesson on method during my visit. The house is not convenient, and I was glad to hear that a new house for the women's department (which includes the day students) is to be built. Five students passed the Victoria preliminary examination, which is much to their credit. The reading and repetition were extremely good; in school management they were below the average.

Present at the conference with the committee of the training college for men:—

J. Thompson, Esq., Treasurer of Owens College,
A. W. Ward, Esq., Litt.D., Principal of Owens College,
E. J. Broadfield, Esq.,
Professor Wilkins,
Professor Adamson,
Professor Lamb,
And the Registrar.

The same were present when I conferred with the committee of the college for women, with the addition of Miss Wilson, tutor of the department for women.

OXFORD UNIVERSITY.

(Day Training College.)

Visited in May 1893.

The director of the day college is the Rev. W. W. Jackson, D.D., Rector of Exeter, and the master of method is Mr. Horne, master of St. Barnabas School. The necessary annual expenses of a non-collegiate student may be reckoned as follows :—

	£	s.	d.
Board and lodging for 24 weeks - -	36	0	0
University and delegacy fees - - -	6	0	6
Examination fees (on the average) - -	2	0	0
Tuition fees (paid to the delegacy) - -	6	6	0

A day student has to reside about six weeks longer than other undergraduates; this increases the necessary expenses by about 9*l.* He will have the Government allowance of 25*l.* to set off against this sum. He will also have to be provided with some special tuition, but it is thought the grant of 10*l.* will cover this charge. Thus a man who can produce about 34*l.* or 35*l.* per annum and is otherwise qualified, may go as a day student to Oxford. This estimate does not include travelling, books, clothes, incidental expenses, and the cost of living when not at Oxford. Only one day student was there last year: he passed "responsions" at the proper time, as I have already said.

PETERBOROUGH.

(Diocesan Training College for Ely, Lincoln, and Peterborough.)

Visited with H.M. Inspector Mr. Davies on October 31 and November 1, 1893.

Staff :—

Mr. T. Ward, M.A., principal.
Mr. Powell, B.A.
Mr. Fickling, B.A.
Mr. Cowdell.

Mr. Seabrook, who is master of the practising school, is also master of method.

We examined the 50 students in residence.

I have several times pointed out to the committee that another class-room is much needed. There is no day-room. "Sound, light, and heat," have been taken up; there is a very efficient teacher, but scarcely any suitable apparatus and no laboratory. It is useless to take up a science which is largely taught by experiments without any apparatus, and I am much surprised that this obvious truth was not considered. We thought the register of the students' progress too uniformly laudatory. The senior students passed a much better examination at Christmas 1892 than has been the case for some years, 11 out of 25 being in division 1 and no one in division 3. This is a very creditable result.

Present at the conference :—

The Dean of Peterborough.
Canon Clayton.
Rev. J. Fuller.
Col. Strong.
Rev. E. James.

SALTLEY.

(Worcester, Lichfield, and Hereford Diocesan Training College.)

Visited with H.M. Inspectors Mr. Du Port, Mr. Capel, and Mr. Iles in May 1893.

Staff:—

Rev. F. W. Burbidge, M.A., principal;
Rev. J. Long, vice-principal;
Mr. Landon, senior lecturer and master of method;
Mr. Coombs, junior lecturer and secretary;
Mr. Walton, B.A., assistant lecturer;
Mr. Douglas, B.A., junior assistant tutor;

and others partially employed.

The number of students was 100. The college accommodation is fair; there is no day-room, but a pleasant recreation ground. Mr. Landon lectured on school management, and Mr. Walton on geometry, both in an efficient manner. The criticism exercise also was well carried out. The students form a good company in the Volunteer Corps, and went into camp in the summer. They passed a very fair examination at Christmas 1892; in algebra, penmanship, and political economy they answered well.

Present at the conference:—

The Bishop of Coventry.
Archdeacon Scott.
Canon Dickins.
Canon Douglas.
Canon Mortimer.
Prebendary Pigott.
Rev. W. Prosser.
C. W. Digby, Esq.
J. Smallwood, Esq.

WESTMINSTER.

(Wesleyan Training College.)

Visited in November 1893 with H.M. Inspectors Mr. Aldis and Mr. Graves.

Staff:—

The Rev. J. Rigg, D.D., principal;
Mr. Reatchlous, M.A., B.Sc., vice-principal;
Mr. Cowham, master of method;
Mr. Barriball, B.A., tutor;
Mr. Cartlidge;
Mr. Bavin;
Mr. Kay;

and others partially employed.

The number of students in residence and examined by us was 123. The library is a fair one and has improved. There is a good sized day room, but it is too scholastic in its fittings. Lessons were given by two of the younger members of the staff on Japan and the metric system. The criticism lesson on Yorkshire was a good one; after it was finished views of several places of interest in Yorkshire were shown to the class by means of the magic-lantern, A large number of excellent models and raised maps had been prepared by the students to illustrate their lessons. The students visit the boys' and the mixed model school for the practice of teaching, the infants' school for observation of the kindergarten lessons, and the girls' school for the purpose of giving criticism lessons. Mr. Cowham made an inquiry of the first year students respecting their work as pupil-teachers. It appears that of 62 students 56 had not given a criticism lesson, 42 had not given an object lesson, and 50 had never prepared apparatus for illustrating lessons. Several students passed University examinations in 1893, and the results of the Christ-

mas examination were very good, as 37 of 57 seniors and 45 of 60 juniors were placed in the first division.

Present at the conference :—

The Rev. Dr. Rigg.
The Rev. Dr. Waller.
The Rev. Dr. Greeves.
The Rev. Walford Green.
The Rev. J. M. Thorpe.
The Rev. N. Curnock.
The Rev. R. M. Spoor.
The Rev. R. Culley.
The Rev. W. J. Tweddle.
The Rev. W. Wood.
C. Isett, Esq.
C. Fowle, Esq.

WINCHESTER.

(Diocesan Training College.)

Visited with H.M. Chief Inspector Mr. Scott Coward in October 1893.

Staff :—

Rev. H. Martin, M.A., principal.
Rev. D. J. Thomas, M.A., vice-principal.
Mr. Searle, B.A.
Mr. Germain.
Mr. Gooodchild, B.A.
Mr. Padwick, master of method and master of the practising school.

Fifty-eight men were in residence. A new and good practising school has been opened near the college; the former one was a mile off, which was often very inconvenient. We heard two good lectures; the teaching, reading, and recitations of the students were very satisfactory. The official report declares the students to be the best marksmen in the volunteer corps. The master of method is very expert in the Slojd work and will teach it when the workshop is ready. The college acquitted itself very well at Christmas 1892, as it did in the previous year. Eighteen of the 28 outgoing men were in the first division.

Present at the conference :—

The Bishop of Guildford,
Archdeacon Haigh,
Canon Warburton,
Canon Humbert,
The Head Master of Winchester College,
Rev. R. B. Miller,
Rev. H. S. Moberly (treasurer),
Rev. J. H. Thresher (secretary),
A. K. Cook, Esq.,
W. T. Warren, Esq.,
And the Principal.

YORK.

(York and Ripon Diocesan Training College.)

Visited in June 1893.

Staff :—

Rev. G. W. de C. Baldwin, M.A., principal.
Rev. W. Busby, M.A., vice-principal.
Mr. Wilson, B.A., master of method.
Mr. Mills, tutor.

Fifty-five students were in residence. There is no day-room. The register of the students' progress praises them too highly. The students in both years passed a good examination; the fact that 17 of 32 in year two were in the first division is very creditable.

Present at the conference :—

Canon Randolph,
Canon Argles,
Rev. Gordon Salmon,
Rev. H. Trotter,
Rev. M. Morris,
W. Thompson, Esq.,
And the Principal.

REPORT, *for the Year* 1893, *by* J. G. FITCH, ESQ., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES *for* SCHOOLMISTRESSES *in* ENGLAND AND WALES.

MY LORDS,

I HAVE the honour to submit to your Lordships my report on the Training Colleges for Schoolmistresses for the year 1893.

Progress during eight years.

The present seems to me a fitting occasion for a brief review of the progress which has been made in the training of elementary schoolmistresses during the eight years in which I have been entrusted with the supervision of the colleges, as well as with the preparation of the schemes and syllabuses of instruction, and with the general conduct of examinations both for admission and for the certification of students.

Statistics of students,

My predecessor, Canon Warburton, reported in 1885, his last year of office, that in the 26 training colleges for women there were in all 1,786 students, 911 being in the first and 875 in the second year of residence. At Christmas 1893, the number of students presented for examination in the residential colleges was 2,007, of whom 996 were in the first and 1,007 in the second and four in the third year of residence; all of whom, with the exception of two, succeeded in passing the examination. In June 1893 at the certificate examination held for the special convenience of the day training colleges, 276 students were presented, of whom all passed except one. 173 of these were in their first, 102 in the second, and one in the third year.

Thus the total number of fully-trained schoolmistresses who have left the colleges to enter on the duties of their profession was 1,112 in 1893 as compared with 875 at the end of 1884.

and of "acting teachers."

At the same examination, Christmas 1893, there were also presented as candidates for certificates, 4,475 "acting teachers," who had not been trained in normal colleges, but had for the most part been serving during two years as assistant mistresses. As the result of this examination 208 were placed in the first division—146 on first year papers and 62 on those of the second year; 948 were in the second division—521 of the first and 427 of the second year; and 2,538 in the third division, of whom 1,419 were of the first and 1,119 of the second year; while 781 candidates in all, viz., 441 of the first and 340 of the second year, failed to pass.

A comparison of the numbers of certificates awarded eight years ago and at the recent examination cannot be accurately made without reference to the fact that by the Code of 1884, an acting teacher might obtain a certificate on passing the examination in either first or second year subjects; while by Art. 55 of the Code now in force, no certificate is granted to acting teachers who have not been examined twice, and have passed both the examination for the first and also that for the second year. This change will account for the fact that whereas at the end of 1884 certificates were granted to 875 students in residence and to 1,926 acting teachers; at the end of 1893 the numbers were 1,112 students and 1,608 acting teachers. The total, it will be observed, has not increased, but the ratio of trained to untrained teachers has materially improved. It is right, however, to quote in this connexion an important statement which appears in the report of your Lordships for 1885,

which, in justice to many very valuable teachers who are not strictly designated as "trained," should receive as much consideration now as in any previous year :—

"Of the teachers who from whatever cause have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as *untrained*, having, under the superintendence of some of our best teachers, passed through the pupil-teacher's course, and served as assistants in large schools, before passing the examination for a certificate, and undertaking independent charges."—Report for 1885, p. xxiii.

Nevertheless, the fact remains that whereas of the students who quitted the training colleges in 1893 at the end of their second year, 96·8 per cent. passed successfully in either the first or the second division, while only 30 students, or less than 4 per cent., were placed in the third class, and were, therefore, by Art. 61, held to be disqualified for undertaking the supervision of pupil-teachers; the classification of the acting teachers at the same examination shows that only 30 per cent. of these passed in either the first or second division, leaving no less than 1,119 out of a total of 1,608, or nearly 70 per cent., to enter the profession under a serious disqualification. This cannot be deemed a satisfactory state of things, and it points clearly to the necessity of a further increase in the means of training, since the teachers who are technically known as untrained are as a class necessarily of inferior attainments.

Future provision of training colleges.

For such further increase we must look mainly to the expansion of the day training college system. The residential colleges are all full. No new ones are, so far as I am aware, likely to be built; and no material addition to their accommodation is contemplated. Except by the enlargement of Homerton College, now removed to its new premises at Cambridge, and by the occasional reception of a small number of day pupils, and, as at Edge Hill and Warrington, by the addition of a hostel, there is no probability of increase in the annual output of qualified students from the residential colleges. But the number of such students from the day colleges connected with institutions of university rank is increasing, and may yet increase very largely. So that by degrees we may look for a still further reduction in the proportion of untrained teachers annually entering on their profession, notwithstanding the fact that they still outnumber the candidates from training colleges.

Building and equipment.

With regard to the building and material equipment of the residential colleges, I am able to report considerable improvement. Costly and appropriate additions have been made during the last eight years to Whitelands, Darlington, Hockerill, Salisbury, Tottenham, Wandsworth, Brighton, Edge Hill, Norwich, Liverpool, and Stockwell, and considerable expenditure is likely to be soon incurred at Derby and Warrington. These improvements have been designed for the most part rather to complete and extend the accommodation and resources of the existing students, than to provide for the reception of many additional boarders. Since no grant is made by your Lordships for new buildings, they must be credited in all cases to voluntary zeal and enterprise, and are satisfactory proofs of the continued desire of the local and denominational bodies to co-operate with your Lordships in making the provision for the training of teachers more efficient.

Recreation rooms.

For example, there were in 1885 only two colleges which provided a day-room for the use of the students in their hours of leisure. Now nearly every college possesses a comely and agreeable recreation-room, unencumbered with blackboards and maps, provided with a piano and adorned with pictures, and thus furnishing a pleasant retreat in which the young people may enjoy private reading and social intercourse at

times when lectures are not going on. This useful and considerate provision has done much to render the colleges more home-like and attractive, and has not been without a visible effect on the manners and habits of the young people, and in giving to them afterwards happier and more dignified memories of their college life. In the better decoration of the rooms, in the increased provision for lawn-tennis and other out-door games, in the formation of little reading and debating societies, in occasional social gatherings at which members of the governing committee and old students are often present, I have observed a great advance. All these things indicate a desire to make the college a civilising as well as a teaching institution, and an instrument for refining and strengthening the character, as well as for the preparation of the students for a certain professional career.

Provision for recreation at Stockwell.

As an example, I may cite the special report which was furnished to me at my request by Miss Close, the Vice-Principal of Stockwell College, who shows in careful detail the arrangements which have been made in that institution for improving the domestic life and for ensuring the comfort and enjoyment of the students out of study hours:—

"The recreation time includes a short break during the morning, the interval between 12·30 and 3·10 p.m. daily, the evenings, after 8 p.m. on three, and after 8·30 p.m. on two evenings of the week, and the whole of Saturday afternoon and evening.

"The recreation embraces the daily walk, Swedish drill, tennis, gardening, music, dancing, lectures, social evenings, special entertainments, occasional visits to places of interest, and the lighter literature supplied by the college lending library. All the students walk daily from 12.30 to 1.30, except when the drill class is held, when a shorter walk is taken after dinner. Each student attends the class for Swedish drill, once a week. Much energy is shown in amateur gardening, and in lawn-tennis during the summer months, both by the students and members of the staff. The place of these is largely taken in the winter, by dancing, music, and light literature.

"During the year interesting lectures have been given by Miss Lohse on "The Teacher's need of Personal Culture," Mr. J. Hutchinson on "Heredity" and Social Selection," Mr. J. Wells on "Oxford and its History," Mr. A. Sidgwick on "Greek Home Life 500 B.C.," and Miss Selfe on "Some of Matthew Arnold's short poems," all of which have been greatly enjoyed. Care is taken so to shorten the class-work, on days when such lectures are given, as not to encroach on the students' free time.

"On two evenings of the week the staff and students meet for music, dancing, and friendly chat.

"Twice a year the students give a musical and dramatic entertainment to their fellow students, the staff, and visitors.

"Larger social gatherings have also been held occasionally during the year, in which the students have taken an active part in welcoming and entertaining guests.

"On Saturdays during the summer and autumn, garden-parties and social afternoons have been arranged for groups of the students, by members of the Ladies' Committee and other friends. These have been greatly enjoyed.

"Much interest is shown in the college lending library, new books being given from time to time by the students collectively.

"Some of the students are also earnest lovers of our Abbey and other places of historic interest, to which visits are often made on Saturday afternoons. Visits to the Natural History Museum, South Kensington Museum, and other places of the kind are sometimes organised by members of the staff, for the students.

"Social intercourse between the resident and the ex-students has been greatly promoted by "The Old Students' Union" which involves three gatherings at the college annually. There is also a reading club, formed and conducted by one of the staff, to which old students are invited and which many of them enjoy.

"A growing love and desire for what is beautiful is both shown and stimulated by the recent formation of a college Kyrle Society for the purchase

of pictures and other beautiful objects for the college rooms, and also by the steady effort made to keep the various working rooms bright with plants and flowers.

"Efforts are made to keep the students in touch with matters, interesting and vital to their lives as women, and to the age in which they live, by inviting earnest practical workers in various departments of the social field, to visit the college on Sunday afternoons, and give some account of their special work."

Libraries. Very noticeable progress has also been made during the last eight years in the equipment of the colleges with suitable libraries and educational museums. At first I was concerned to find how meagre was the supply of books, not only for the general reading of the students but especially for use and reference on the part of the governesses in the preparation of their lectures. In several of the smaller diocesan colleges, almost the only books accessible either to the students or their teachers, were school text-books and manuals, and a few religious stories supposed to be suitable for Sunday reading. And in such colleges the penury of this provision was often the more serious, since there was no public library within reach to which the young people or the members of the teaching staff could have recourse. I am glad to be able to report a marked improvement in this respect. Many of the college authorities have determined to set aside a substantial annual sum for the purchase of new books, and especially for keeping the supply of the best modern authorities in history, literature, and science up to the requirements of the time. Much more regard is now had also to the importance of forming a healthy literary taste among the students. There is yet need of further effort in this direction. The students of the normal departments in such great provincial colleges as Newcastle and Sheffield have free access to the libraries of those institutions; and in several of them I find there is in course of formation a special pedagogic library for the use of those students. The older colleges will do well to note this fact and to see that the like advantages are, as far as possible, placed within the reach of the staff of the residential colleges and of their pupils.

Educational museums. In like manner, increased attention is paid in nearly all the colleges to the collection of suitable objects and appliances for the illustration of lessons. The college authorities have discovered that, at little or no cost, a museum of a very valuable kind may be gradually formed, with the co-operation of manufacturers, of the students whose parents are employed in various trades, and of other persons who know how greatly the teaching of certain subjects may be illuminated and helped by the right use of apparatus and visible objects. In almost every college a beginning has been made in the formation of such a museum, the students who evince any special ingenuity in the invention of a model or a diagram are invited to leave it behind them as a legacy for the use of their successors, and in many of the best colleges an excellent pedagogic museum has thus already become a conspicuous feature in the educational equipment. I desire, however, again to remind the heads of the colleges, that a mere miscellaneous collection of interesting objects is of little or no educational value. A curator should be appointed to see that it is kept clean and in proper order, the objects should be classified, catalogued, and carefully labelled, so that the student shall always find out easily, what and where the right kind of illustration is and how it should be used.

Practising schools. There is on the part of the training college authorities an increased estimation of the importance of ample and varied practice in the art of teaching. When I first knew the colleges each of them had its own

practising school of one and sometimes two departments, and it was the custom for the students to acquire during their residence, nearly the whole of their professional experience in these schools. In some cases the schools were necessarily small, and of an old-fashioned type, and many were inadequately provided with the best modern appliances. Now, in every place in which it is possible, arrangements have been made for enabling the students to practise in more than one department, and also to pay visits of observation to other good schools of different types. The note books containing the records of these visits, and the observations made by the students, on the organisation, furniture, and methods of instruction, are generally shown to me, and I have been much struck with the value of this plan as a means of suggesting new methods and of enlarging the range of the students' experience.

Fewer restraints on the freedom of the students.

I have pleasure also in recording a distinct gain to the students during the last few years in regard to their own personal freedom, and the cultivation among them of the art of self-government. I found prevalent in some of the colleges petty and unwise rules regulating the dress of the students, requiring them when walking out to march, two and two, in procession as if they were in a girls' boarding school or an asylum, and imposing upon them a needless amount of domestic service. Some of these usages seemed to me to have been deliberately designed many years ago to give to the young people a humble view of their office and to check undue ambition. It may well be doubted whether this intended purpose was ever fulfilled. But it is now generally admitted that, since these young people will ere long be thrown on their own resources, and will be entrusted with the responsibility of managing their own life and disposing of their leisure, they should while at college be trained and accustomed to use as much freedom as is compatible with reasonable discipline. The guarded and sheltered life contemplated for them by the Lady Bountiful of a college committee, a life in which every duty is prescribed, every hour appropriated, and the whole responsibility both for thought and for action is taken out of the students' hands, is not altogether a healthy life for young people at the age of 20, who have to be trained for self-government and for the duties of a liberal profession.

Recent criticisms on the Church of England training colleges.

Some very candid and not wholly friendly criticisms on the Church of England training colleges have lately proceeded from a quarter entitled to much consideration. It has been pointed out that those institutions have proved less attractive than might be desired to the best of the candidates for Queen's scholarships, and that there was an increasing disposition among such candidates to prefer undenominational institutions. Some of the general conclusions arrived at by the critic appear to me to be hardly justified; yet the fact remains that the statistics of last year deserve the serious consideration of the college authorities. Of the 100 students placed highest in order of merit on the list of Queen's scholars for admission, only 14 were entered as candidates for Church training colleges, though there is room in them for the admission of 600 students out of the 1,000 required to fill all the places. At Christmas, Stockwell had 64 vacancies, and 96 first-class candidates applying for admission. Edge Hill had 93 first class Queen's scholars applying to fill 50 vacancies; Darlington had 58 first class applicants to fill 36 vacancies; Swansea and Saffron Walden also were able to fill all their vacant places with students of the first class. On the other hand, the largest and most important of the Church of England training colleges present a different return. Whitelands with room for 67 had only 45 first class applicants; Tottenham with 50 vacancies had 49, and the Home and Colonial, out of 73 candidates on admission,

received only 56 of the first class. It is not to be inferred from these figures that the Queen's scholars who took the highest places in the admission list were Nonconformists. Stockwell, Swansea, Darlington, Edge Hill and Saffron Walden are not dissenting institutions. They are accurately described as undenominational, but Biblical instruction is given in them all, they are pervaded with a serious and religious tone, there is daily domestic worship, and pains are taken to secure that the students attend on Sundays the place of worship which the parents approve. As a matter of fact, about 30 per cent. of the inmates of the undenominational colleges are members of the Church of England. The reason, therefore, for the preference exhibited by the *élite* of the Queen's scholars must be sought in another direction. It may, perhaps, be found in the exacting character of the theological examination, the number of historical and other facts which have to be "got up" from text-books to satisfy the requirements of the religious syllabus, and the questions which are asked of candidates respecting their intention to be confirmed or to become communicants, and on other matters respecting which even the most serious-minded and thoughtful young people at the age of 18 sometimes feel it premature to make any pledges or professions. I have more than once called attention to the case of Salisbury, where it is the rule for all the students to attend every day the full morning service in the cathedral, and in this way, when the time spent in going to and fro, and in necessary changes of dress are taken into account, to surrender a substantial part of the hours generally regarded as most favourable for study. I have repeatedly pointed out to the committee that whatever is sacred and refining in the influence of their beautiful cathedral on the associations of the students with their college life—and it is doubtless a very potent influence—might be obtained with less exacting regulations. But up to the time of my last visit these regulations had not been modified, and I cannot therefore be surprised to find that only 14 students of the first class presented themselves to fill 40 vacant places at Salisbury, notwithstanding the attractiveness of the college, and its good reputation for teaching. On the whole, I have no doubt that the authorities of the Church of England training colleges will do well to revise some of their regulations, in the light of recent experience, and to consider how far it is possible to retain everything which is valuable in the religious teaching and discipline, and at the same time to diminish the amount of task-work, to alter the time of the theological examination, and to place it out of the power of the students to consider themselves at any disadvantage as compared with those of other colleges.

The teaching staff.

With regard to the general qualifications of the teaching staff of the colleges there has been a manifest improvement during the last few years. Governesses who merely held the ordinary certificates, and had little or no previous experience beyond that of an elementary schoolmistress, are being gradually superseded, as vacancies occur, by others who, either at Girton or Newnham, or at some other place of higher education, have enjoyed considerable intellectual advantages and more of general culture. It is essential that the staff of teachers in a training college should not only possess such attainments as will command the respect of the students, but also such personal qualities as will enable them to raise the tone of thinking and of manners, and to convey to the students, by example as well as by precept, a higher ideal of their profession and its claims. It seems to me that the committees of the colleges would do wisely if, as occasions arise, they would keep this fact in view, and would seek as members of the resident staff of teachers, for governesses who have had the advantage of a liberal educa-

tion, and who, though they will of course expect higher salaries, will certainly bring to the colleges an ample return in reputation and in educational success.

Lady principals.

There is one change in the constitution of our training colleges which, in forecasting the future, seems to me inevitable and on the whole desirable. I mean the substitution, at least in some of the smaller diocesan colleges, of a lady for a clergyman as the principal. I am not insensible to the great advantages possessed by many of the residential colleges in having at their head a clergyman of high character and attainments, who not only conducts the correspondence with the Department and with school managers, but also acts as chaplain and general director of the whole establishment. When, as in two or three conspicuous instances, the principal has taken pains to understand the needs of elementary schools, to qualify himself by the study of educational literature and foreign systems for directing the professional studies of the place, and for co-ordinating the work of the governesses and lecturers, and when above all he himself takes in hand the higher and more scientific branches of the science of education and some literary or scientific subject, his intellectual influence, added to the authority derived from his character and clerical office, are of high value. I should be most unwilling to advocate any change in the present arrangements so far as the best of the colleges are concerned; but there have been two or three recent cases, to one of which I have before called attention, wherein the committees have not obtained, nor even tried to obtain, qualifications of this kind, but have contented themselves with the appointment of a clergyman, rather on theological than on educational considerations, and have left him to discover for himself what a training college was like and what it had to do. We ought not to overlook the fact that among the foremost of the colleges, Stockwell, Edge Hill, Chichester, and Saffron Walden have each a lady principal; that Girton, Somerville, Newnham, and Lady Margaret Colleges, the Cheltenham Ladies' College, and the Maria Grey and Cambridge Training Colleges for secondary schoolmistresses, have all been organized and have achieved their present high repute and influence under the sole administration of women. The number of capable women qualified to fill the highest academic positions is yearly increasing, and while it is often very difficult to find a clergyman who unites with the attributes proper to his office the special knowledge, insight, and sympathy needed to make him a good principal of a normal college, it will become year by year less difficult to find for such an office a lady who, having herself received a generous education, has given special attention to pedagogy, and to the organisation and instruction of elementary schools, and whose intellectual and refining influence will be in nowise inferior to that of the best of the present clerical heads. One incidental result would follow which I should certainly not regret—the removal of the serious and anomalous inequality of the salaries. In one or two of the smaller diocesan colleges the salary of the clerical principal, who takes only a small share in the secular teaching is seen to amount to a sum exceeding the united stipends of the whole staff of governesses to whose hands the entire responsibility for the professional preparation of the students is entrusted.

The course of studies.

Of the changes which have taken place in the character of the examinations, and, in consequence, in the courses of study pursued in the colleges, I can speak in the highest and most hopeful terms. Greatly increased attention has been paid to the literature and the philosophy of education, to the history of famous teachers, and to

the principles which underlie all sound rules of teaching. It was for a time the reproach of "school management" as taught in training colleges, that it was to a great extent empirical, that it concerned itself mainly with registration, with school books, with the classification of scholars, and with the methods by which a good grant could best be obtained from the Education Department. But now, in addition to all these indispensable things, the higher aspects of teaching as both a science and a fine art are better heeded than ever. The works of Locke, Quick, Herbert Spencer, and Bain, and the life and doings of Froebel, Arnold, and Pestalozzi are studied; and special courses of lectures are often given on the principles of infant teaching and discipline. The elements of logic and moral philosophy are now included in the course. The study of literature, and especially of the works of our best poets, has come to occupy a larger space in the English curriculum, and without superseding the ordinary grammar and logical analysis, to serve as a most effective supplement to them. Either Latin or one modern language other than English is now a common item in the curriculum of study, and the elements of algebra have been added with great advantage to the arithmetical requirements of the second year.

Increased number of optional subjects.

Further, your Lordships have of late sanctioned a wider range of optional subjects, and have thus left the college authorities freer than before to adapt their course to special aptitudes and tastes, and to permit students who had distinguished themselves in geography, history, or domestic economy in the early stages of their career to choose a language or a science as a substitute. The possession of a degree or of the Intermediate Art or Science certificate from a university is now held to be an equivalent for a part of the certificate examination, and students are thus released from the necessity of being examined by the Department in certain subjects. Accordingly, in several of the colleges, university classes are already formed, in which the more promising students are reading with a view to matriculation or to graduation.

"Science" should not supersede literature.

In the exercise of the rather wide discretion which has thus been opened out to the college teachers, it may be hoped that they will hold fast by the formative and disciplinal studies and decline to be beguiled too far by the rather importunate claims of the physical sciences for further recognition. Whatever may be the demands of other professions it is certain that for the schoolmaster or mistress the prime requisite is general culture, and that the side of his mind which is concerned with literature, history, language, and philosophy has closer affinities with the business of teaching than any other. Acquaintance with the facts and phenomena of the visible world is necessary of course, and has, we may admit, been far too little insisted on in times past; but it is, and must ever be, secondary in importance for a teacher to the discipline of thought and to the purification of taste. Yet at this moment technical instruction and the study of physical laws (naturkunde) are in the ascendant, and great expectations are entertained by the public of the excellent commercial and other practical results which will follow from the substitution of the knowledge of things for the knowledge of books. Gifted and influential men are the advocates of this reform. They have even contrived to appropriate the honoured name of "science" for chemistry, mechanics, botany, and the study of material things, as if there were no other kind of learning which deserved the name, and as if organised and systematic knowledge of ethics, economics, mathematics, philology, or the laws of reasoning was not entitled to rank as science at all. This may represent only a transitory phase of opinion,

but while it lasts it represents an inadequate conception of the nature of true learning and its relation to human progress. No one department of knowledge is entitled to monopolize the name of science; and the main question for the teacher is: "What kind of science is best fitted "to invigorate the understanding and to increase the learner's insight and "general power?" The answer to this question will not always take the same form, or enumerate subjects of study in the same order. But in the long run *literæ humaniores* will always be found among the chief agents in imparting the moral and spiritual influence which characterise the true teacher, as they are also the chief agents in awakening the finer instincts of his pupil. On this point I take leave to reproduce here a pregnant passage from a report of my former colleague, Mr. Matthew Arnold, which after the lapse of 18 years, remains as true and interesting as when it was written:—

Mr. Matthew Arnold's testimony.

"The problem to be solved is a great deal more complicated than many of the friends of natural science suppose. They see clearly enough, for instance, how the working classes in their ignorance constantly violate the laws of health and suffer accordingly, and they look to a spread of some natural science as a remedy. What they do not see is, that to know the laws of health ever so exactly as a mere piece of positive knowledge will carry a man, in general, no great way. To have the power of using, which is the thing wished, these *data* of natural science a man must, in general, have first been in some measure *moralized;* and for moralizing him it will be found not easy, I think, to dispense with those old agents, letters, poetry, religion. So let not our teachers be led to imagine, whatever they may hear and see of the call for natural science, that their literary cultivation is unimportant. The fruitful use of natural science itself depends in a very great degree on having effected in the whole man, by means of letters, a rise in what the political economists call the 'standard of life.'"—Report of the Education Department, 1876, p. 405.

Uses to be made of universities and university colleges.

There is a growing feeling in favour of connecting, wherever possible, the work of the residential colleges with that of any neighbouring institution of higher academic rank; and at Liverpool, at Oxford, at Edge Hill, and at Durham, advantage has been very wisely taken of the nearness of university professors, and the students have often gained much from seeing history, literature, or science subjected to broad and liberal treatment by professors who were not mainly considering the requirements of a syllabus or an examination. But it must not be hastily concluded that the professor in a university college is necessarily a better teacher than a lecturer in a training institution. Much depends on the nature of the subject, much more on the personal gifts of the teacher. I could name many of the lecturers in the residential institutions whose lessons are admirably adapted to the needs of the students and would compare most favourably with the prelections of university professors in clearness, force, thoroughness, and even eloquence. The truth is, that the danger I have commented on in former reports, the too great reliance on *lectures* as instruments of teaching, needs more than ever to be guarded against, since the establishment of normal departments in provincial colleges of university rank. For at those institutions the professorial system is in full action, and in them personal appeals to the students to reproduce their knowledge orally, or in some way other than by the preparation of note books, are even less common than in the residential colleges. But, in both classes of colleges alike, it needs to be better understood that it is by the judicious combination of the professorial and the tutorial systems rather than by exclusive reliance on either, that the desired results are to be attained. The proportion in which the two systems should be combined depends greatly on the age of the learners, and on

their previous opportunities for intellectual discipline. And, having regard to the character of our normal students, to the habits they have formed as pupil-teachers, and to the unsatisfactory character of much of their previous reading, it has become clear to me that more of tutorial and rather less of professorial aid is chiefly wanted. Nothing will ever be a substitute for the living voice, the *vis vivida*, and the personal presence of an able teacher. A good lecture serves as a means of animating the hearers, grouping facts and truths together, and presenting them in a more comprehensive and interesting form than can easily be attained in book work. Moreover, the old doctrine which David Stow was wont to describe as the "sympathy of numbers" applies no less to grown students in a class-room than to children on a gallery; for there is a subtle influence in the sense of companionship, in the knowledge that others are sharing in the same lesson, and moving mentally along the same lines, which acts in itself as a potent intellectual stimulus. Hence there will always be room in our colleges for the lecture system. But for students in training that system needs to be constantly supplemented by instruction of another kind, which brings the teacher into closer contact with the individual student, encourages him to state his difficulties, and searches closely into the soundness of his knowledge and the processes by which he has acquired it. So it is not safe to look forward with unqualified confidence to the work likely to be done in the lecture rooms of the university colleges, unless in regard to every subject tutorial work is duly co-ordinated with that of the professor, and becomes a substantial part of the discipline. And in all colleges alike it is expedient that the authorities, in making their plans, should distinguish carefully between the work of the lecturer and that of the tutor, and should recognise the inevitable limitations to the usefulness of each.

Tutorial as well as professorial teaching needed.

There is another aspect under which the division of labour between the university colleges and the institutions which exist for the sole purpose of training teachers deserves to be regarded. One of the main objects in the view of the staff of a university or of a provincial college, like Nottingham or Cardiff, is to prepare students to take an academic degree; and the measure of the success of those institutions is the number of students who are annually enabled to obtain that distinction. But the main object of the Education Department is to secure the largest number of men and women qualified to become highly skilled teachers in public elementary schools. The two objects are indeed not incompatible. But they are not identical. And it would only be to repeat the old mistake which has so long prevailed in the public and higher schools, and to treat the holder of a good degree as *ipso facto* fit for appointment as a schoolmaster, if the Education Department, in its very reasonable desire to secure a higher standard of scholarship among its teachers, were to relax its strictly professional requirements, and to relegate to an inferior place the practical skill, the study of method, and the adaptation of the training to the special needs of the schoolmasters' work, which have long been the distinctive features of our normal discipline. There are those who contend that the business of granting professional certificates to teachers might with advantage be placed in the hands of the universities rather than in those of the Education Department; that in effect the English universities should exercise over elementary education the sort of control and supervision which belongs to the academies—both metropolitan and provincial—in France. But at present these anticipations are premature. No English university has a Faculty of Education, a professor charged with the exposition of methods and principles of teaching, or any systematic

Use to be made of university aid in training teachers.

provision for directing the work of the intending teacher in the department of actual school practice. Interesting and hopeful experiments are being made, and ere long the co-operation of all the great academic bodies in the work of training teachers may become more effective. But it would be a public misfortune if, meanwhile, the Education Department were to part with its present power of determining what qualifications should be possessed by elementary teachers, or with the duty of examining and attesting the fitness of all those entrusted with the charge of schools claiming a share of the Parliamentary grant.

Future possible developments in the usefulness of training colleges.

Although so much has been done of late to develop the resources and add to the usefulness of the training colleges, I look forward to a great increase in both respects in the near future. The possibilities of the training colleges in regard to extended public service are not yet exhausted. Every office and every institution in the world has in it possibilities of expansion and of enlarged influence for those who know how to find them out. The maxim which is true in law, *Boni judicis est ampliare jurisdictionem*, is especially true in regard to such officers as the principals of training colleges. I believe that those institutions have it in their power to become centres of educational activity and influence to an extent not yet contemplated by their governing bodies. Each of them might with advantage place itself in friendly relations with the best schools and teachers in the district, and be able to render to them and to receive from them in return much useful service. The museum and pedagogic library which should form part of the equipment of every training college might under fitting regulations be made accessible to any elementary teachers in the neighbourhood who wished to consult them. Occasional lectures and conferences on important branches of teaching, on a new book or educational experiment, or on the history and method of some famous teacher might be arranged for the students at a convenient time when the presence of the local head masters and mistresses might be invited. There are far too few opportunities open to our teachers for interchange of thought and experience on practical topics connected with teaching; far fewer, for example, than are to be found among the teachers' institutes in the states of the American Union and in Canada. For discussions relating to educational politics and to professional and corporate interests, there is indeed abundant opportunity elsewhere. But of serious investigation into the means by which teachers may help one another in striving after self-improvement, or in making their schools more efficient, there is a "plentiful lack." And this is a want which it is in some measure possible for an enterprising principal of one of the local training colleges to supply. Once let these institutions place themselves *en rapport* with the best educational agencies of the district and it will become a common thing for a teacher of exceptional skill who has achieved success in any particular department of his work to invite the students to witness the effect; and, on the other hand, for the college authorities, when they have tried a new experiment or enlarged in any way the boundaries of educational science, to make the result known as widely as possible among those who are likely to make a good use of it.

I append, as usual, extracts from the criticisms and observations of my colleagues who have revised the examination papers of the year. Although they are of little or no interest for the general public, they are, or ought to prove, of much value to teachers both in schools and training colleges, as helps to the discovery of weak points in our existing methods, and as useful indications of the direction in which improvement is still to be desired.

Admission Examination.

At the examination for Queen's scholarships in July 1893 the number of female candidates was 6,813, of whom 1,192 were placed in the first class, 1,982 in the second, 1,576 in the third, and 2,063 failed. It should be borne in mind that a very large portion of these candidates were not seeking admission into training colleges, but were simply presented at the leaving examination at the end of their fourth year of pupil-teachership with a view of being recognised under Article 50 of the Code as assistant teachers.

Arithmetic.

Mr. Fisher reports:—

"Proportion as a rule was correctly defined, but the proofs given of the equality of the products of the extremes and means nearly always consisted of an example, which, instead of being treated as an illustration, was regarded as a proof.

"Roundabout and clumsy methods of working and the use of an unnecessary number of figures are very common, and the candidates do not appear to think out the best method of working a sum before beginning it. Speaking generally, the best papers came from the larger towns, where there are better means of instructing the pupil-teachers, and the worst papers were from the few candidates who had not been pupil-teachers."

Mr. Hitchins reports:—

"The arithmetic papers revised by me were on the whole fairly well done.

"The questions were generally correctly worked, and I think there is improvement in showing the different steps that lead to the answer."

Mr. Newton reports:—

"The solution of most of the questions required only the application of the ordinary rules of arithmetic. These rules were for the most part applied accurately. On the other hand, there were not many good answers to the questions dealing with arithmetical principles, or to those questions that may be called 'problems.'

"I cannot help being struck by the constant use of laborious processes that could have been avoided by a little ingenuity. For instance the solution of one question involves the ratio of 314*l.* 12*s.* 6*d.* to 31*l.* 9*s.* 3*d.* So far as I can remember, no candidate without considerable calculation ascertained that the first of these sums = ten times the second. Both amounts were always reduced, either to pence, or to threepenny pieces, and then compared."

Mr. Poole reports:—

"In paper after paper candidates were found to begin by working out at length the first step of a sum without considering how the result would be affected by the subsequent operations, involving themselves in masses of useless ciphering, with, of course, great risk of error.

"This fault is much encouraged by the silly habit of using the 'Rule of three' where it is not wanted; but some of the attempts show that most of the candidates really have not grasped the important law that operations of multiplication and division may be effected in any order."

Mr. Mostyn Price reports:—

"The arithmetic papers entrusted to me for revision can hardly be considered a representative set or even an average sample, being chiefly those sent up from small provincial centres, and scarcely one-tenth of the candidates who worked them seek admission to a training college. The general quality of most of the papers is indifferent.

"The questions deal with very elementary first principles of arithmetic familiar to everyone; but the candidates, when asked to explain them, show a

ADMISSION EXAMINATION.

general inability to suggest any visible proofs or illustrations which would be likely to make the process easily understood by a class of school children."

Mr. Sewell reports :—

"The papers disclose very considerable power in handling problems; especially in those coming from localities where advanced instruction of pupil-teachers has been organised. The time may perhaps have come when the practice of the university local examinations might be adopted, and further prosecution of the study of arithmetic in certain cases be abandoned, to secure leisure for some of that wider culture which students in the training colleges at present fail to find. The art of clear explanation of simple processes has, however, still to be acquired."

Mr. Whitwell reports :—

"On the whole they were reasonably good, and I think there is a perceptible improvement.

"The best papers were done by those who had been pupil-teachers in schools in large towns, where central classes are held for collective instruction.

"The explanation of long division was very rarely indeed connected with short division, although this point was specially asked for. A short division sum should have been worked by the long method.

Mr. Brewer reports :—

English grammar and composition.

"Composition, while free, as a rule, from mere grammatical errors, lacked definiteness of form and originality of matter. The analysis and parsing was the best part of the paper. The fault of the former was the tendency to add subjects and predicates, and so increase the number of sentences in the somewhat elliptical passage from Gray's "Bard." The question on the alphabet, its deficiencies and redundancies received some good, many fair, answers, as also did that on the syntax of the nominative absolute, and other grammatical forms. There were few even fair answers to the question on the derivation of the selected words. Most pupil-teachers seem to think derivation is a question of affixes and prefixes only, and ignore the root of the word altogether.

"As to 'figures of speech'—the other question bearing on literature—pupil-teachers generally know two, simile and metaphor, few know of more.

"In conclusion, the papers seem to me to indicate satisfactory teaching of the practical side of English, viz., composition, analysis, and parsing, but a want of thoroughness in the teaching on the historical and literary sides."

Mr. Colvill reports :—

"The essays were better written than they used to be, and with less apparent straining after fine language. The marks gained were, however, only fair as a rule. The principal faults were: (1) great triviality of ideas; (2) lack of good arrangement.

"The verb in the subjunctive mood was often said to be 'always in the plural, even when the subject was singular. The 'double negative' was often mis-described or misapprehended, and its use was always condemned in the most unqualified terms, even by those who cited authoritative instances of its successful use as an intensified negative.

"Generally the papers are better than formerly, though the average marks obtained are still much short of 50 per cent."

Mr. de Sausmarez reports :—

"The paraphrasing was very poor. Considering that this is now a recognised exercise in the examinations of pupil-teachers, as well as in those for Queen's Scholarships and for certificates, it should certainly receive more attention.

"The parsing was generally fairly well done, but it seems extraordinary to find a word correctly parsed as the 'nominative of address' also parsed as third person. This was almost universal. Few were able to state what is meant

by a 'figure of speech,' though some good examples were given of metaphor and simile." ADMISSION EXAMINATION.

Mr. Lomax reports :—

"The essays, with few exceptions, were good in respect of handwriting, spelling, and punctuation, and as regards matter and style they were creditable, being sensible, and expressed in appropriate language.

"Candidates who attempted the question, requiring the precise meaning of six given words and examples of their proper use in a sentence, seldom employed them in a characteristic context, so that it was almost impossible to determine whether they understood the meaning of the words or not."

Mr. Parez reports :—

"*Composition* is generally fair. There are only a few papers which show flexibility and style; on the other hand, the number of bad attempts is, I think, smaller than it has sometimes been. The commonest faults are, repetition of words and phrases, change of person, the use of plural after the indefinite singular, as, *e.g.*, 'any one may do it if they will,' and colloquialisms.

"*Paraphrasing* is, I think, somewhat improved. More of genuine attempt to grapple with the thought of the writer and to bring out the ideas hidden under the poetical clothing seems to me to be observable."

Mr. Tillard suggests :—

"In order to fill a void in the education of pupil-teachers, I would suggest that those who direct their studies should find them some spare time to read some of the best English authors, and should encourage them in some way to master two or three good books in the course of a year."

Mr. Tremenheere reports :—

"The analysis was very poorly done. The 'extension of the predicate' appeared to be regarded as a sort of logical dust-bin into which all odds and ends may be shot. Participial phrases are cast there wholesale, though it should be obvious that they must from their very nature be adjectival, not adverbial, in character.

"The questions dealing with English authors and figures of speech were the best answered of all. They were not infrequently very well done; but there was not a single good answer on the phonetics of our language. It is a pity that this interesting subject is not more studied, for it is of peculiar value in imparting clear and correct articulation as well as in teaching the early stages of reading. The answers to the last question showed that as a rule the 'nominative absolute' is understood theoretically though it is sometimes confused into the nominative in apposition to the subject. The examples given to illustrate the subjunctive mood are not infrequently in the indicative, the idea being that the presence or absence of 'if' makes all the difference."

Mr. Wylie reports :—

"On the whole the average answering was remarkably level. Very good and very bad papers were alike rare—as might be expected from the nature of the questions—whatever in them could be got up from books had been conscientiously learnt and creditably reproduced, but much of the paper was beyond the compass of the average pupil-teacher's present reading, and I incline to think that it would be better if the fourth year's study were concentrated on some well-defined literary task rather than roaming over an uncertain field with the help of a haphazard variety of text-books and ringing the changes over mechanical exercises in parsing and analysis, the principles of which should have been mastered at the beginning of the first year's course."

Mr. Bernays reports that the papers,—

"Except in comparatively few instances, cannot be classed as even fair, while a large number of them are very unsatisfactory both in matter and arrangement. GEOGRAPHY AND HISTORY.

ADMISSION EXAMINATION.

Nor will many of the candidates have the advantage of a training college, their object being only to qualify themselves under Article 50. Indeed, this lack of ambition seems to have had a prejudicial effect upon their studies, and at all events it is quite evident that they must have had very inferior text books, and still more inferior teaching. That such should be the case is undoubtedly a serious matter, especially as teachers of this rank form a not inconsiderable proportion of the staff of most schools."

Mr. Gardner reports:—

"If we eliminate the not inconsiderable proportion of candidates almost totally ignorant of history the answering in this subject may be regarded as somewhat better than that in geography. A good knowledge of dates was shown, and many candidates are acquainted with the leading events of English history. The failure was to answer properly questions demanding thought and arrangement as well as a crude knowledge of facts."

Mr. Harrison reports:—

"Though the best work in these papers is somewhat better than the best work of previous years, it is not satisfactory to find that the number who come up quite unprepared for examination, and unable to make a reasonable attempt at the questions, is still very large. It is evident that except in large centres few pupil-teachers have the advantage of adequate instruction and preparation. The candidates who sought admission to the Birmingham Day Training College attacked the geography paper in a workmanlike and intelligent manner, and averaged a far higher mark in this subject than was obtained at any other centre."

Mr. Lott reports:—

"There were many creditable maps of Scotland, some very good ones; few chose to draw the map of New Zealand; a good many tried the map of the Coast of North America from Labrador to the mouth of the Mississippi, and it generally was clear that they had learned to draw the map of the United States, but not of the coast further north.

"I gathered that although pupil-teachers have, as a rule, learned the lines of latitude and longitude of various places, they have not learned to realise the relative positions of places on the globe as expressed by giving the lines of latitude and longitude, and especially that they fail to realise that in different latitudes the distance between the meridians varies. What seems to be needed is some further study of latitude and longitude, and the habit of localising places on the globe as well as on maps.

"No place was named in the questions which an ordinarily well-informed person might not be expected to know something about, not a few were named in the answers of which a well-informed person might wisely be content to be ignorant. I think that this points to some misapprehension on the part of the candidates and of their instructors as to the sort of knowledge which it is well for them to acquire; there has been a tendency to try to learn the geography of the world in detail, such detail as is given in a list-containing text book.

"Considering the limitations of the time and of the books available for pupil-teachers' study, I think their history papers are creditable to them, and as good as can be reasonably expected."

Mr. Mackenzie reports:—

"In geography very few candidates were able to account for the phenomenon of the midnight sun, or for the prevailing westerly winds in the temperate parts of the Atlantic and Pacific Oceans. The midnight sun not a few thought to be the same as the aurora borealis.

"In history many candidates appeared not to see exactly what was asked for, in consequence of which a good deal of matter was written, having indeed some connexion with the subject, but relevant to the questions proposed."

Mr. Pickard reports:— Admission Examination.

"About one-third of the candidates who answered the seventh question overlooked the fact that they were required to indicate the matter to be dealt with in a full lesson on Australia or Italy. Most of them only stated that the mountains, rivers, lakes, &c., should be named and their position shown on a map, without giving a single name; and then indicated the order in which the various facts should be given. These answers, indeed, resembled "notes of lessons" with the matter left out. Of the papers worked by candidates who had not been pupil-teachers a few, apparently those of persons of superior education, were distinctly above the average, but the greater number were almost worthless. It should be remarked that there was a decided superiority in the work of those who had been pupil-teachers in towns over that of the purely country teachers."

Mr. Swettenham reports:—

"Some candidates knew their dates very well and got nearly full marks, most of them had half of the answers right. The papers were much as usual, facts were better known than reasons, and the candidates did not show much ability to frame answers from their own general reading."

Mr. Balmer reports:—

"Three questions more especially gave opportunity for showing practical acquaintance with the business of school keeping, and in these there was exhibition of lamentable deficiency. I refer to the questions respecting garments suitable for making in upper standards, a school savings bank, and the provisions of the Code for the maintenance of health. The answers to the first and third of them proved that the Code is practically a sealed book to pupil-teachers. Many seem to think that whatever is done in their schools is done in obedience to the Code, and that the *practice* of their own schools is the outcome and expression of the highest educational wisdom." Domestic economy.

Mr. Barrington-Ward reports:—

"The complex science known under the name of 'Domestic Economy' involves at least an elementary acquaintance with the principles of physics, chemistry, and physiology. But not one candidate out of 50 appears to have studied the rudiments of these subjects, and the answers are almost always confined to common topics which may be dealt with by 'the light of nature,' such as dress, expenditure, ordinary culinary affairs, and the domestic arrangements of a cottage. Scientific reasons are not understood with respect to ventilation, clothing, cooking, and washing. Nor are the technical rules of school hygiene and investment of savings properly explained. Most of the girls examined have a correct knowledge of the amount of material required for children's garments. This has doubtless been acquired in the course of their experience as pupil-teachers. With regard to expenditure on the teacher's own dress, too little money has been generally assigned to the purchase of underclothing, too much to hats, jackets, and dresses. Few female pupil-teachers, apparently, buy any books out of their own school-earnings, judging from the answers. Fewer still recognise the necessity of repairing and 'doing up' garments, and making them last for more than a year."

Mr. Capel reports:—

"Very few attempted to enumerate the articles necessary for *cooking* food in a labourer's cottage, and nobody said anything of those used for *saving* it.

"The question on influenza was well done. In the question on the ventilation of a bedroom the difficulty was its proper temperature; most of those who took this question ignored this point."

Mr. Freeland reports:—

"The general improvement shown, during the last year or so, is quite maintained, and is noticeable more in the manner in which the subject is approached and by the more practical knowledge involved in the answers made than by

ADMISSION EXAMINATION.

the actual correctness and completeness of the answers themselves, though, as a matter of fact, a large proportion of candidates have obtained satisfactory marks.

"The superiority of candidates from localities where there is organised and central instruction is very marked."

Mr. T. W. Greene reports:—

"Only a minority attempted a description of the best method of establishing and conducting a school savings bank, and the value of an immediate annuity which a woman, 50 years of age, can purchase for 100*l.* was in many cases highly over-estimated.

"The symptoms of influenza seemed to be generally familiar, and the treatment recommended was rational, if simple. The proper ventilation of bedrooms was well understood, but the precautions to be taken on the appearance of infectious disease were not often well stated.

"The differences in the quality of water, and the suitability of its kinds for drinking, cooking, and washing were given with fair correctness.

"In the matter of arrangement, composition, and spelling, a steady improvement is to be noticed."

Mr. Myers reports:—

"The answers this year appeared to me to be, on the whole, weaker than usual, which may be attributed to the fact that the papers, while of a simple and thoroughly practical type, were rather more different from previously set questions than the questions of one year usually are from the questions of the year preceding.

"The results confirmed the view which I have often expressed, that domestic economy is learnt too much from text-books and too little from the actual experience of life. Thus the question as to how a pupil-teacher should spend her income, and the question as to what outfit she needs for college, were very poorly answered, although they appealed very directly to the personal experience of the candidates."

Mr. Phelps reports:—

"Domestic economy seems to be receiving greater attention and attaining gradually a more prominent position in the pupil-teacher's curriculum. The candidates this year show a sounder knowledge, practical and theoretical, of the subject. It is quite the exception to meet, as was formerly often the case, with an absolutely worthless paper, the majority being of fair or fairly good quality; but at the same time I should not omit to state that there are much fewer really good papers than one would expect to see."

Mr. Waddington reports:—

"The chief point that struck me was—as is usually the case—the want of intelligent thought as to the real meaning and bearing of the questions; thus, in one question, comparatively few distinguished between the garments suitable to the different upper standards, and still fewer bore in mind the word *rural* schools, and blankets were often included in house linen."

Mr. Danby reports:—

French.

"Of the four questions on the paper, the first gives passages for translation into English, the fourth gives a passage for translation into French, the other two are devoted to accidence and elementary syntax. In answering Question 1 several candidates translated accurately and well into English; the majority translated fairly satisfactorily, while a considerable minority wrote down English sentences that exhibited little or no relation to the given French ones. In the questions devoted to grammar there is in far too many cases no trace of any efficient teaching at all. In another question eight or nine words are given as an exercise in parsing; they are selected from the passage given for translation into English, and exhibit no exceptional difficulty of any kind, but fewer than 12 candidates have parsed them accurately and fully. Most of the given words are parts of verbs, and great ignorance of *voice*, *mood*, and *tense* is shown in the attempts to parse them.

"The last question (translation into French) is the most difficult. In a few cases this translation was well done, but in far too many the sentences written down were not only ungrammatical but wholly unintelligible. The equivalents of four unusual words were given in parentheses, but many of the candidates had not sufficient knowledge of French to make a rational use of the help thus offered to them. A frequent cause of failure in French composition was inability to discriminate between different moods and tenses, *e.g.*, no distinction is made between past tense and past participle, while in many cases the infinitive mood or the past participle does duty for any part, or all the parts, of the verb."

Mr. Fitzmaurice reports:—

"Translation from French into English from a 'set' book is the most successfully answered, but excellence in answering this question is in many cases no indication of any real knowledge of French. This is shown by the fact that many who translate well are unable to answer the grammatical questions. For instance, candidates who translate correctly, parse 'contraignit' and 'joignit' as intransitive verbs, 'osât' as an adverb, 'prise' (the feminine of pris) as a noun, and 'sourire' as a verb in the infinitive mood."

Mr. Graves reports:—

"The way in which the candidates have dealt with the parsing section shows their unfamiliarity with the French moods and tenses, even where they have given their English equivalents correctly in translation through their rote knowledge of the text-book.

"Their parsing suffers further from pretentious and almost invariably impotent attempts to perform that exercise in grammatical French.

"In the translation into French the ignorance of the use of the tenses proves remarkable. Thus the imperfect is frequently used for the past definite, and the indefinite for either of them. Then English words are thus boldly pressed into French service. 'Impassable,' translated 'impassable,' does duty for 'impracticable.' 'Journey' is rendered 'journée' instead of 'voyage,' and 'detained' 'détainé' for 'détenu.'"

Mr. Henderson reports:—

"The prescribed book had been carefully prepared by some, but in many papers the trace of the adventitious aid of an English version was very evident. Very often indeed vague recollections of the English version, not always of the particular passages set, took the place of literal translation.

"It was very obvious that most of the candidates had not acquired sufficient knowledge of French grammar to enable them to attempt even an easy author.

"In most subjects of examination the subdivision of the courses, and the graduation according to the different years of apprenticeship, ensure a certain amount of preliminary 'grounding.' In French, however, where the candidates had been left to prepare for a fairly advanced stage at their own discretion, by far too many had overlooked the necessity of acquiring some rudimentary knowledge of the elements of French grammar."

Mr. Willis reports:—

"The translation into English was fairly careful; there were fewer illustrations of that extraordinary power of committing the meaning of a book to memory which these hardworking young people possess, fewer also of paraphrase, founded on knowledge, real or fancied, of some scattered phrases.

"Parsing as usual very moderate; the noticeable feature of it is that there were as many sins of omission as of commission, that is, that the essential point in each word was as often left out as mis-stated, showing, I think, some small advance in the fact of the candidates recognising the difficulty, and being conscious that it could not be solved in the terms of English grammar.

"The Portsmouth centre has supplied more than its share of bad work. It seems to me very possible that the neighbourhood of the French coast may

Admission Examination.

have affected it; the candidates may have picked up a slight smattering of the language by ear, and have thought it sufficient for examination purposes. I had occasion to make much the same remark about 20 years ago on the French presented from Jersey."

Mr. Colt reports:—

School management.

"The evidence of the papers of nearly 1,000 female pupil-teachers is to the effect that their teachers have given them little help and instruction in school management.

"In the answers to the question as to use made of note books, my staff and I have failed to detect any instance in which the pupil-teachers have put down notes on specimen lessons given by head teachers.

"In the lists of object lessons very few papers showed any attempt at classification or a sequence of lessons fitted to excite the interest and exercise the intelligence of very young children.

"There is, I am glad to say, far more 'go' in the performance of musical or other drill in any well-ordered infant school than the written descriptions would lead one to suppose."

Mr. Curry reports:—

"The chief points that struck me were that the pupil-teachers must have had very little practice in paper work, and cannot have been warned that in the examination the paper which they would be supplied to write their answers on would be limited. It was frequently the case that half the paper was taken up with the first question, leaving but little space for answering the remaining seven. The notes on lessons were, generally speaking, poor. If a lesson was chosen for older children, the age of the children to whom it was to be given was very seldom stated, and an object lesson to infants to last three-quarters of an hour was of frequent occurrence."

Mr. Northrop reports:—

"The question on teaching reading, which bears very closely on their practical work, was answered generally with satisfactory directness and fulness. There is a near approach to unanimity in their opinions of the advantages of silent reading in school, that it is a 'waste of time.' In explaining the passage from the reading lesson, many candidates show good judgment in their selection and intelligence in their method of putting down and illustrating the meanings; others, again, contented themselves with barely writing out a list of words to be dealt with, and shirked the main test.

"The few who attempted to make three sets of questions as a test for the fourth standard were, on the whole, successful in framing such as covered the ground in a satisfactory manner, and the question on mental arithmetic was answered successfully by the candidates from infant schools. Teachers from the upper departments seem largely to confine their ideas and practice to memory work, such as tables and the aliquot parts of 1*l.*, and do not apply this knowledge to the solution of easy problems in such a way as to anticipate the more difficult exercises to be dealt with on slates or paper.

"Though familiar enough with the use of exercise books, the candidates have little idea of the purposes to be served by note-books. This fact seems to lead to the inference that oral lessons are not general in the instruction of pupil-teachers."

Mr. Swinburne reports:—

"Though the average mark falls below 'fair,' indications of knowledge and skilled teaching occur with sufficient frequency to materially mitigate wholly adverse criticism. Indeed, the reading and writing in schools would be much better if the pupil-teachers carried into practice the sound principles they advocate on paper. As regards object lessons, with a few brilliant and many creditable exceptions, time is wasted 'off the point,' and the vital importance of illustration by pictures, narrative style and anecdote, and of comparison

is under-valued. The lesson on grammar would have been the best, had 'adjective phrase' been understood. Very little skill is shown in drawing up a history object lesson. The use of diagrams in explaining the description of a locality is ignored; and the knowledge of Code requirements is meagre, though with significant facility the candidates can extemporise specimen arithmetic cards *ad lib.*"

Mr. Synge reports :—

"The answers about visible illustrations for infants and about mental arithmetic showed considerable familiarity with variety of illustration, but seldom any real grip of the proper order of proceeding from one point to another.

"The explanations required in the passage from a reading book were not satisfactory. Too many explanations of words were given, and those often wrong. The idea that a block-house was for purposes of defence, and of the object of loopholes, did not seem to have occurred to anyone.

"The possibility of using silent reading as a means whereby children might gain for themselves the information contained in a book, was not thought of by any of the candidates. They proposed using a short time thus for learning spelling, or preparing the lesson for reading aloud afterwards.

"The notes of lessons present the same weaknesses as in bygone examinations. The class to be taught is either badly chosen or else wholly omitted; and the functions of matter and method are often identical or interchangeable. Teaching by deduction or comparison is seldom resorted to, the teacher's method being usually indicated by such indefinite terms as 'draw,' 'educe,' and 'elicit.' In particular, the lessons on adjectives, and on the seasons, were disappointing. In the former case, adjectives, pure and simple, occupied the main portion of the exercise, instead of being regarded as a means of introduction to the enlarged treatment of the subject, while the examples of adjective phrases and sentences rarely coincided in sense with each other or with the quoted adjectives. The lesson on a shilling often degenerated into one on silver, whereby was indicated a failure to distinguish between the particular and the general. The knowledge as to the cause of the seasons was often curiously incorrect; one candidate informed her class that in leap year the earth took an extra day to get round the sun."

Mr. Wilkinson reports :—

"Many candidates gave ample pictorial and other visible illustrations to be used in teaching the elements of arithmetic, but only a few were able to show the *full* use to be made of such illustrations.

"The question asking for rules for conducting a lesson in writing was fairly well answered, but some candidates gave rules instead for giving out dictation, and sometimes the rules were nothing beyond preparation and drill.

"Many candidates from infants' schools unwisely selected the question on the Code requirements for teaching geography, giving schemes purely of their own invention, which were quite useless. This question was sometimes answered very accurately."

Mr. Cornish reports :—

"The best lessons on a 'shilling' were those which set themselves to answer the question: 'How do you know that it is a shilling and what is it worth'? Inferior teachers digressed into silver, its uses, where found, and how prepared and coined; its physical properties—opaque, malleable, &c., the uses of a shilling for buying, selling, charitable purposes, and even the 'Queen's shilling.'

"In answer to the question as to the best use of pictorial and visible illustrations in teaching arithmetic to very young children, perhaps one of the best statements of the matter, is as follows:—If we discard the 'natural' use of the fingers in learning to count what is the substitute? And the best substitute seems to be that which will carry the children furthest, and at the same time

ADMISSION EXAMINATION.

can be entirely withdrawn when it has done its work, viz.; the ball frame supplemented by a miniature frame for each child to hold. Pictures with animals' legs, dominoes, wooden balls and sticks may vary the lesson, but there ought to be one constant instrûment in order to teach effectually."

Mr. Helps reports:—

"There is, I think, a distinct advance in knowledge of methods and grasp of principles, and increasing general enlightenment on all school matters. Ludicrous errors and crudity of expression now rarely occur.

"But though the majority of candidates have been teaching for at least three years under supervision, there are many who are unable to write one varied exercise in mental arithmetic suitable for the upper classes or an infants' school, or for Standard V. in a school for older scholars, and very many who show ignorance of 'the best exercises in English composition' and 'the 'advantages of silent reading.'

"Judging also from the lists of object lessons suggested for infants' schools, few of the candidates have been taught to consider the need for some arrangement and *continuity* in such lessons. Again, it does not seem to be recognised that young children should be led from the known to the unknown, and that, therefore, for example, introducing the rhinoceros to an infant who has yet to learn much about familiar domestic animals, is unscientific."

CERTIFICATE EXAMINATION.

CERTIFICATE EXAMINATION.

It is important in reading the remarks of the revisers to discriminate carefully between those or the candidates at the end of their first year from those of the second. It is also necessary to keep in view the fact that some of the observations relate to the students in training, in colleges, and others to those candidates who as "acting teachers" have probably been laboriously engaged during the year in their work as assistants in schools, and have therefóre had fewer opportunities of obtaining needful help, or of pursuing a regular course of study.

Arithmetic.

Mr. Williams read some papers of the second year, written by both classes of candidates. He reports:—

"Arithmetic.—The examples in arithmetic were generally well done, and the solutions in some cases showed considerable ability and ingenuity on the part of the candidates. There was, however, in a considerable number of cases an absence of explanation where some explanation would have been desirable, and some steps in the processes were omitted which ought to have been shown.

"The answers to the questions on the principles of arithmetic were not nearly so satisfactory.

"Algebra.—The algebra was fairly well done by a considerable number of the students in a few of the best colleges, but comparatively few students in the other colleges, and very few of the acting teachers attempted the algebra, and those who did were not very successful. The example on division, though not a difficult one, was imperfectly done in many cases; and in solving the equations the sign of the answer, or of the value of x, was often wrong when all the previous work was right."

Mr. Fisher also revised papers from both:—

"Out of 2,389 first year arithmetic papers worked at the late certificate examination only 67 were done by students.

"The sums were very neatly, intelligently, and correctly worked, and I have little or no fault to find with this part of the work. A considerable number, however, found it difficult to deal satisfactorily with two questions involving—or appearing to involve—division into proportional parts."

Mr. Hitchins comments on the first year papers of college students. He says :— CERTIFICATE EXAMINATION.

"There is, I think, distinct improvement in the arithmetic papers comparing them with those of past years. The students show a better knowledge of the rules, and there are fewer examples than formerly of long and laborious methods where shorter ones should be used. The compound interest sum, for instance, was generally worked in decimals of pounds instead of reducing the interest for each year to shillings, pence, and fractions of pence.

"Most of the students answered the full number of questions, stated the steps clearly, and worked accurately.

"It is evident that the principles of arithmetic are receiving more attention than formerly. Statements of methods are still often given for proofs of rules and in many cases explanations of methods are no explanations whatever."

Mr. Helps's remarks apply only to the second year papers of college students. He says :— English grammar and literature.

"The papers (807 from colleges for women) revised by me are on the whole very fairly good. In nearly all the colleges there is abundant evidence of skilful and thorough teaching, and of careful study. In the papers from some colleges where the work was very good (*e.g.*, the Home and Colonial, Tottenham, and Stockwell) a thorough grasp and comprehension of the subject was shown. The evenness of the work in the above-mentioned colleges is remarkable as compared with the unevenness of the work of some of the provincial colleges, where the choice of candidates at admission is limited. But in justice to those colleges where the average mark gained on the paper is low, it must be said that papers of a high order of merit were sent in by some students, thus showing that any failure was not due to the teaching, but to the inability of some students to follow the lessons and lectures.

"The chief defects of the paraphrase, which was exceedingly well done by many students, are the tendency to expand, or interpolate, or substitute words or phrases for those of the passage given. It need scarcely be said that in paraphrasing a passage from Hamlet it is often impossible to find words or phrases more suitable than those of the text.

"It always appears to me that the paraphrase affords a severe but unfailing test of general culture; it is therefore the more creditable that a great many students came very well out of it.

"A curious childishness is shown in a great many cases in describing a character of the play by attaching an utterly disproportionate importance to an incident or speech. Thus, in describing Laertes's character, hundreds of students say he was fond of giving advice, founding this theory solely upon Laertes's speech to Ophelia before he returns to Paris. Again, whilst in one college Horatio is written down a sceptic, because he refused to believe in the ghost on Marcellus' testimony; in another college he is stamped as a philosopher, *because* Hamlet says to him, 'There are more things in heaven and earth, Horatio,' &c. In a third college Horatio is credited with being learned, because Marcellus says, 'Thou art a scholar,' &c.

"Very little use is made of rough notes, and in one college time was wasted in writing an introduction to the paraphrase.

"In a few colleges, including one of the best, the writing was so small as to make the reading of papers very trying to the examiner."

Mr. Campbell examined the papers of the first year.

"The purely grammatical part of this paper was on the whole well done, though elementary blunders, especially in the parsing, as, for instance, confusion between demonstrative, interrogative, and relative pronouns, were more frequent than they should have been.

"That the set books were carefully 'got up' is shown by the fact that the questions requiring a knowledge of the details of them were the best

CERTIFICATE EXAMINATION.

answered. Evidence is likewise abundant of careful reproduction of note-books. I cannot, however, say that there was much indication either of originality of thought or of literary appreciation."

Mr. Fowler read some papers of the second year from both students and acting teachers.

"Taking the two together, the work is much as usual, being just above fair. The average mark for the students' papers is considerably higher than that of the acting teachers, as in the case of the former the *full* number of questions is almost invariably answered, but some of the *best* papers are worked by acting teachers.

"*Paraphrase* is fair, but the obscure points of the passage are frequently misunderstood. The other questions, the purely literary ones, vary from bad to fairly good, and in a few cases are very good. The old faults are still prominent—failure to grasp the drift of the question, and eagerness to show all they know of the book taken up, combined with a marked want of the power of compression."

Mr. Freeland's papers were those of acting teachers at the end of their first year.

"Analysis was well done, the bad papers being those of candidates who appeared to be generally defective. Most of the parsing was good, but a minority were guilty of much carelessness. In regard to the literature, some questions showed that many candidates had taken pains, and had grasped the concrete points which met them in the subject."

Mr. de Sausmarez's reports apply to the college students of the first year.

"The questions were on the whole very fairly well answered. The analysis and parsing were generally well done, though there was a tendency to assume and supply ellipses not really existing. The text of the two books of 'Paradise Lost' had in most cases been carefully studied, and the classical and other allusions were more or less correctly explained.

"The least satisfactory answers were those bearing on the characteristics of an epic poem, on Milton's character and studies as illustrated by his writings, and on Johnson's criticisms on Milton. In these cases the answers were generally either vague or irrelevant, or were apparently the reproduction of notes taken at lectures, the matter of which had been only partially assimilated and imperfectly verified."

Composition.

In English composition a separate paper was, at Christmas 1893, given for the first time, and is thus the subject of a separate report.

Mr. Milman, who read the students' papers of the second year, reports thus :—

"The papers are, on the whole, better than I expected to find them. Many of the students show a good command of language and express themselves with facility.

"The use of words somewhat alike in meaning was not well brought out. The question was apparently a new one, and, with the essay, made somewhat hurried work for one hour. Many spent valuable time in explaining the words instead of being content with introducing them into sentences."

Mr. W. E. Currey's remarks refer to first year students only.

"There is a marked difference in the style of work done at some colleges as compared with what is done at others.

"In one or two cases the uniformly high quality of the essays gives evidence of very careful and systematic training in English composition; while in one or two other cases the work is of a generally low order of merit.

"The faults which were most noticeable are the following :—Faults of style and want of structural arrangement.

"Many of the students seem to have started upon their composition without having first analysed their thoughts and without having spent the necessary few moments in deciding what they were going to say and how they were going to say it. CERTIFICATE EXAMINATION.

"The subject-matter of the essays was, as a rule, satisfactory. Many students showed a creditable acquaintance with the objects of international exhibitions; many also displayed an intelligent appreciation of the character of Milton's Satan; and a smaller number wrote sensibly and to the point on the use of laws.

"Not many students obtained full marks for their answer to the second question, requiring them to use each of a number of words in an appropriate sentence, and a good many *inappropriate* or evasive sentences were given by merely putting the hard words into connexion with a pronoun and copula; *e.g.*, 'It is ephemeral,' 'She is æsthetic.'"

Mr. Colson reports thus on the history papers of the second year:— History.

"The papers were as a rule fairly well done, and in the case of some colleges gave evidence of careful preparation, and in some few instances, of fairly wide reading and skilful lecturing. In the case of two or three colleges, the papers were deformed, and much time wasted by an absurd amount of underlining and decoration in red ink."

Mr. H. E. B. Harrison in reference to the first year college students reports as follows:—

"Though the number of first-rate papers is not large, it is very satisfactory to find so few really bad papers. Defects arise from a want of judgment and appreciation rather than from ignorance. For instance, the literature question which was easy, was rarely attempted, while not a few recklessly attacked that about the attempts to form a constitution in the time of the Commonwealth, of which they had but the haziest notions. It is rare to find the due significance of familiar events appreciated, and few candidates were able to show how the Petition of Right, the Trial of Hampden, &c., all mark important steps or new departures in the long struggle between the King and Parliament; or in another question to give in anything like right sequence the successive events which mark the progress of the Reformation in England. As usual there were numerous cases where the meaning of a question was not mastered. The question which required a concise account of the relations between England and Scotland, in the reigns of Edward I., II., and III., and that which asked for the causes and consequences of the rising of the Commons in the reign of Richard II. afforded frequent instances of this. It was common to find half of an answer to the first concerned with an elaborate genealogy of the rival claimants to the Scottish throne, and an answer to the second taken up solely with the incidents of the revolt.

"Text books must follow a chronological order, and treat the events of each reign separately, but the student of history should, when the text book is fairly known, be trained to follow up throughout history the gradual development of the many great struggles with which it deals."

Mr. Airy's report on the first year papers of the acting teachers is far less hopeful. He says:—

"I have never looked over a worse set of papers, and it is difficult to believe that the writers have had any decent instruction while they were pupil-teachers.

"Gross ignorance, irrelevance, inaccuracy, powerlessness to comprehend the constitutional importance of laws or contests, or even the bearing of one event upon another, are almost universally prominent. Out of 1,200 papers there may be 25 which are good; there must be several hundred in which by far the larger part of the few marks gained have been secured upon the three questions in which a purely memory knowledge of dates was alone important."

Certificate Examination.

Mr. S. R. Wilson says:—

"The questions on the early middle ages are answered much better than those on the last five centuries; wider reading (outside the bear text-books) is desirable."

Mr. Bernays reports of the second year students:—

Geography.

"Taken as a whole the papers are very fair, among the best being those of the Stockwell and Tottenham students. The lectures, too, have evidently been given in a careful manner, though not, it would seem, with sufficient clearness, while in some cases the information imparted is not quite 'up to date.'

"The question on the mountain system of New Zealand as well as that on the fauna and flora of Australia produce satisfactory answers from most of the candidates, and many show an accurate, though not a full, knowledge of the system of government, but very few understand the significance of imperial as distinguished from colonial federation, and there is a frequent misuse of the terms executive and legislative. Nor has adequate time been bestowed upon the derivation of the names of places, and Somerset constantly figures as the capital of the county.

"Map drawing also has not received due attention, the outline of Queensland being particularly inaccurate, and the details extremely meagre.

"The prescribed course of study has, doubtless, been completed, but the results of the examination appear to indicate a lack of perspective and definiteness in the teaching."

Mr. Elliott reports of the first year papers:—

"The maps were fairly satisfactory; the students who attempted the 'coast line of China' were generally more successful than those who chose the 'map showing the frontiers of British India and the countries which border on it.' Much time was wasted on drawing the southern portion of India, and the frontiers were as a rule very far from accurate. Parallels of latitude and meridians of longitude were generally correctly drawn."

"Comparatively few students attempted to describe the questions on the size and dimensions of the earth, very little information was possessed upon the subject."

"On the whole the papers were fairly satisfactory, but physical geography is not known with sufficient clearness, the terms used are too general, and the answers do not follow the questions with sufficient closeness."

Mr. Myers reports of the second year students:—

Domestic economy.

"On the whole this is the best set of papers that I remember to have revised. I think that in some training colleges at least the subject must have been taught in a more systematic manner than in former years.

"The answers on stewing and baking (which of course admit of being learnt directly from a manual) have been amongst the best.

"The answers as to furnishing a teacher's residence have been quite the worst. This question seems to me to be a particularly good one; and it has hit a great deal of ignorance of the prices of common things.

"The question as to cheap breakfasts to poor children has in some training colleges been particularly well answered. In others it has led to much confusion.

"Among the papers sent from me, those from the Home and Colonial and from the Liverpool Training Colleges have been amongst the best."

Mr. Balmer says of the first year students:—

"Speaking generally, I am inclined to think the papers of the students are of a better level than they often have been. There are not so many instances of all the strength of the examinee being put out in one or two good answers, the rest of the paper being left very indifferent. For many years past I have been accustomed to find papers from Whitelands the best, or among the best, of those revised by me. This year they present the same features of clear, tabulated arrangement and the same readiness to draw useful illustrative sketches. They are, however, disfigured this time by a large number of mistakes in spelling.

"Paraffin lamps are such everyday objects that it is not strange they are fairly well described. But students have small practice in purchasing them, and therefore their notions of the points to be secured when buying one are occasionally limited." CERTIFICATE EXAMINATION.

Mr. Barrington Ward read the papers of the acting teachers of the first year. He says of them:—

"The general quality of the papers is not above fair, though there are a few really good sets of answers, and very few really bad. Many candidates would have gained higher marks had they answered all the seven questions, and not confined their attention to four or five. On the whole, there is evidence of study on the part of most candidates, and the answering is certainly more full and intelligent than usual, while absurd statements are less frequent than on former occasions. The mark for an answer is necessarily lowered when the candidates takes notice of only a *portion* of the question, or fails to give scientific reasons in her answers.

"Handwriting is generally very good. Indeed, one of the most pleasing features of these papers is the regular and legible writing, and the comparative rarity of mistakes in spelling and composition.

"The physiological part of the paper was frequently well answered. A good deal of ignorance, however, was shown upon the subject of ventilation, and, seeing that this subject is of vital importance in all schools, it is much to be regretted that so few teachers understand it."

Mr. Pennethorne, who read the second year papers of both classes of students in this subject, says:— School management.

"On the whole the papers are creditable. The acting teachers, as is natural, have not done as well as the students in that part of the paper which deals with the theory of education.

"To the important question of registration and the duties of managers no answer has been absolutely perfect, but both Whitelands and Tottenham did well. Most omitted to mention that the register should be signed on the title page by the managers when supplied to the school, and far too many omitted to say that the managers should state in the log-book their visits and the results and date them. Half-time regulations also were not well done.

"Notes of lessons and specimen examination papers were questions not often selected. There was considerable difference of opinion as to what 'organization' meant.

Mr. Parez says of the "acting teacher" papers of the second year:—

"Many of the papers of acting teachers, second year, show that the writers have received benefit from the study of the prescribed text-books. On the subjects outside the direct line of education, *i.e.*, logic and psychology, candidates are for the most part at sea, and their attempts to give answers from the light of nature, on terms which bear a more or less technical significance, are not successful. It would be advisable for acting teachers to make use of the text-books which are generally in vogue on these subjects, as well as those named in the Syllabus."

Mr. Northrop's observations refer to first year papers, both of students and of others:—

"The number of papers entrusted to me for revision was 1,090, including all the papers worked by the students and a few packets worked by acting teachers, and I may say here that the superiority of the former was in all respects very striking.

"The method of looking at and answering questions differs very widely in the different colleges. In some, *e.g.*, Edgehill, Home and Colonial, Stockwell, and Swansea, the answers are mainly direct to the point; in others we get a kind of essay, which has an oblique bearing on the question; in others, again, the students answer indirectly by means of illustrations and examples, or the answers take the form of showing how to give a lesson on the subject involved in the question without answering the question itself.

CERTIFICATE EXAMINATION.

"The uses of object lessons are generally enumerated with satisfactory completeness, and the educative training given to the senses and the mind by means of these lessons is shown in an intelligent and logical manner. The selection of subjects is generally made for children of six years old. Few candidates attempt a list suitable for children of 10.

"Many of the 'Notes of Lessons' are very satisfactory. There appears to be a more intelligent discrimination between the 'matter' and 'method' of a lesson, and a greater power of useful illustration by means of sketches and diagrams. The most successful are those on the 'mariner's compass.' Its different parts, their necessity and uses, are clearly explained in due sequence and with suitable sketches. There is more variety in the notes on the 'greatest common measure.' Some students give two methods in such detail as to fill three pages of the book, clearly too much matter for a single lesson. In two or three colleges the process by long division is shown, without any reason for its use being offered, and the number of marks given in those cases is very small. The least satisfactory were the notes on the lesson 'iron and steel' for infants.

"The questions on the training of the senses and memory, and the order of development of the mental faculties seem to be answered mainly from text-books or lecturer's notes, which are followed so closely that there is a similarity about all the answers from the same college. Nevertheless, they are in the main fairly intelligent and satisfactory. The structure of the ear has been well taught in one or two colleges, and the question on 'learning' and 'thinking' has been answered by a large proportion, and, on the whole, successfully. Few students, however, have given a satisfactory definition of 'character.'"

Mr. Swinburne refers exclusively to acting teachers of the first year.

"The task of revising 600 papers has been a pleasant one, for though the average level is too low, they contain some good answers and a great deal of sound and valuable information, well expressed, with good penmanship and the best of intentions. Indeed, if half of this theory were carried into practice, our daily work would be a very different thing. Shouting and noise, the repetition of commands or words, object lessons given, or 'pretended to be given,' without full illustration, are ruthlessly condemned. But, alas! one need not go beyond the papers themselves to know that this is not yet to be. For, after quite learned answers in psychology and physiology, the average writer proves unable to cope with a question which is of the essence of her craft, unable to give sensible and workable notes of a very simple object lesson, so as to bring out the salient points. Insisting upon the scholars giving answers 'in their own words,' she is evidently drawing from book-memory rather than from experience for her own statements. There is, too, a suspicious sameness about the mere handful of examples given throughout the papers to the popular question on good and bad questioning."

Mr. Field reports thus on the French papers of the second year:—

French.

"The colleges may be roughly divided, for purposes of comparison, into three classes according to results in this subject. The characteristics of Class I. are accurate and forcible translations into English, well attempted re-translation into French, and some degree of scholarship and power in criticism. In this class Tottenham stands alone. In Class II., which includes about fourteen of the twenty colleges examined, the translations into English are very fairly accurate, but not free from recurrent error, looseness, or feebleness in particular places; the English-French re-translation is mostly incorrect; the critical work is lame, and often no more than a thin memoriter reproduction of notes. Class III. includes about five colleges, which earn this position by loose and inaccurate translations into English, worthless re-translation, and very feeble critical answers.

"Within the limits of Class II. there is, of course, variety. Some colleges, chiefly those in which all the students take this paper, achieve a level mediocrity, redeemed by no shining merit. In others there is much unevenness. In others, again, the work is neither monotonously middling nor yet unreasonably uneven; but since the finer points are missed in translation, and

scholarly qualities are wanting in criticism, they cannot be more highly classed. CERTIFICATE EXAMINATION.

"The students are far too much disposed to fling aside or water down the metaphors, and to think that anything will do to represent the epithets. They have clearly been taught, for the same phrases run through whole parcels of papers; but they have not been taught, as a rule, to be conscientiously faithful to the original, or fastidiously careful in the choice of words."

Mr. Willis says of the first year students' papers:—

"The questions set were fairly easy and encouraging, and in consequence the paper was fully worked throughout; in one instance only was a question entirely omitted.

"Section I. (translation from French book) showed a great advance in the quality of the preparation; there was little or no sign of the translation having been got up by means of a crib. On the other hand, and in connexion with the above, there was considerable baldness of language where the sense was evidently understood. It is to be hoped that another year's work will show its effects in improvement of style and enlargement of vocabulary.

"Section II. (parsing) also shows improvement, though not so strikingly.

"Section IV. (unseen translation) was, in my opinion, surprisingly well done. True the passage presented no great grammatical difficulties, but the general sense of it, without the context or some knowledge of the history, was not quite patent.

"Altogether I consider that for first year papers those submitted to me are creditable both to the students and their teachers."

Mr. Graves also read first year papers.

"Section I., for which 40 marks were assigned, consisted of three short extracts from Molière's *L'Avare*.

"The first of these presented no special difficulty, and was, as a rule, correctly translated. For this I assigned 10 marks out of the 40, and I gave full marks for it in many cases, and the average mark was about 7.

"The second section contained three grammar questions, the first of which was a parsing exercise of a perfectly straightforward character; the second and third dealt, simply enough, with gender, number, and conjugation. To these three questions 25 marks were assigned, but of these little more than half marks were scored by the generality of the competitors. The test question in this section was the question on parsing, and 3 or 4 marks out of 10 was the average secured.

"I was quite prepared to find these candidates attempting the easy passage for translation from English into French in Section III., but a bare 5 per cent. of the examinees followed the plain directions to answer that section if they could, and of these only a very limited number, notably a few older candidates from a Roman Catholic College, turned out a piece of idiomatic French composition."

In concluding my last official report to your Lordships, I desire to acknowledge the courtesy, intelligence, and unfailing good will, with which the authorities of the colleges have received my suggestions, and endeavoured to carry into effect the regulations of the Education Department. It is no small gratification to me in looking back to remember that whether I have had occasion to visit institutions connected with the Church of England, with the Roman Catholic Church, with the British and Foreign School Society, with the Wesleyan Connexion, or with School Boards, Provincial Colleges, and other undenominational bodies, there has been a complete absence of any friction or difficulty. I have found under all these superficial diversities a common desire to promote the better education of the people, and to make the teachers more skilful, earnest, and effective. Long experience has led me to attach great and increasing value to the co-operation of the various religious and philanthropic bodies with your Lordships in regard to the Conclusion.

business of training teachers. A system of State Normal Schools such as I have seen in other lands, completely secular, detached from all local and voluntary agencies, and administered on a uniform plan, would be, though undoubtedly more symmetrical, far less adapted than our own to the genius and traditions, to the composite character, to the various needs, and to the religious convictions of the English people. By the existing arrangement, notwithstanding its theoretical anomalies, the nation contrives to enlist in its service, for the fulfilment of a great public duty, an amount of intelligence, zeal, and local initiative which it could ill afford to lose, and which secure to our system of national education elements of freedom and variety not otherwise obtainable.

The State has founded no training colleges, and has none of its own. Every normal institution in England owes its existence to private and voluntary enterprise, and depends for its efficiency day by day upon local management. Yet every such institution conforms loyally to the will of the Legislature, and is seeking with increasing success to attain the standard of excellence which your Lordships set before it from time to time. And fresh as I am from contact with a body of managers and officers all animated with the desire to make themselves and their institutions better and better fitted to do useful public work, I take leave to express the hope that such services as theirs will always be welcomed and appreciated by the State, so long as those services continue to be efficient. Both the residential and the day colleges are turning out year by year a body of serious and devoted teachers of whom the nation may well be proud, teachers more skilled in their methods of work and better qualified by accurate knowledge, by insight into child-nature and by personal enthusiasm than ever; and the fact that the institutions from which they come are of somewhat different types, and are in some sense competitors, has, in itself, a stimulating and useful effect on the interests of education generally. It is, however, not unfitting to add a word of friendly warning to the promoters of diocesan and other denominational colleges, and to remind them that renewed efforts and much energy will be needed if they are to hold their own against the vigorous competition of the new provincial institutions, and the projects of some of the more ambitious of the school boards. Nothing would be more fatal to the influence and success of the older colleges, or indeed to the educational interests of the whole community, than a general and well-founded belief that religious bodies were willing to acquiesce in a lower standard of excellence or of professional qualification than bodies purely secular.

Much yet remains to be done. Considered either as a science or as a fine art education is at present in an early stage of development. Better methods than have ever been adopted yet wait to be devised, new truths to be enunciated and proved, and new channels of access to the understanding, the conscience, the character, and the sympathies of children, to be discovered. The future is full of promise, but if that promise is not to be disappointed it must be fulfilled, not merely by removing the responsibility from one authority to another, but rather by the right co-ordination of all the agencies—imperial, local, religious, academical, and scientific—which in a free country like ours are concerned with the intellectual amelioration of the people.

I have the honour to be, &c.

J. G. Fitch.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

BIRMINGHAM.

DAY TRAINING COLLEGE.

This college was established in 1890, and recognised by the Department for 80 female students, of whom 42 in their first year and 38 in their second were present. Visited March 8th and following days with Mr. Airy.

The premises appropriated for the purpose of the college consist of a separate suite of rooms in the Midland Institution. The Normal department is connected with Mason's College close by, in which the students receive their general instruction from the college professors.

The staff consists of Miss Joyce, the Principal, formerly of Stockwell Training College, Miss Wünsch, Miss Bowler, and Miss Rogers. Professors Arber, Bévenot, Lapworth, Brockington, and Muirhead conduct the classes, to which the students have access, in English, in physical geography, French, and Mathematics. The whole is under the general direction of Dr. R. S. Heath, the Principal of Mason's College.

The committee of management consists of several members of the Birmingham School Board; and some members of the governing body of Mason's College. Those present were the Rev. E. F. MacCarthy, Chairman, George Dixon, Esq., M.P., Miss Cooper, Miss Bishop, Dr. J. Gibbs Reake, the Rev. Dr. Gardiner, Mr. G. H. Kenrick, Mr. G. B. Davis, the Clerk of the School Board, and Principal Heath.

Three of the best board schools in the city have been placed by the Board at the service of the College for practice, the Barford Street School, with 353 boys, 315 girls, and 400 infants, the Camden Street School with 322 boys, 319 girls, and 429 infants, and the Upper Highgate Street School, also in three large departments. The students teach in all departments in each school. They attend for the whole day on alternate Fridays. A member of the training college staff is present at each school during the whole day, lessons are heard, and individual criticisms on their work are given to the students during the following week. On alternate Fridays the students again visit the practising schools in two detachments for criticism and model lessons.

The senior students have a month's continuous practice in teaching and class management during September, when Mason's College is not in session, but they continue to attend criticism lessons throughout the year.

The position occupied by the students in the Certificate List was highly satisfactory. This result may be attributed in part to the special care taken here to supplement the professors' lectures by systematic tutorial supervision. Since my last visit a new room has been secured in the premises of Queen's College close by, to serve as a dining hall for the students. It is hoped that ere long the apartments exclusively occupied during the day by the Normal students, but used in the evening for the purposes of the Midland Institute, may be given up wholly to the service of the Training College.

BISHOP'S STORTFORD.

(*Hockerill.*)

ST. ALBAN'S DIOCESAN TRAINING COLLEGE.

FOUNDED 1853, at a cost of 11,617*l.*

Visited May 1st and October 6th with Mr. Wix.

Sixty-two students in residence, 30 in the first year and 32 in the second.

STAFF.—The Rev. W. J. Frere, M.A., chaplain and principal, lecturer on divinity and school management; Miss Rodwell, lady superintendent; Miss Strange, Miss Crook, Miss Holman, and Miss Petterson, lecturers; Miss Silversides and Miss Nice, mistresses of method and of the practising schools.

Premises comely and well ordered, with pleasant grounds. Chapel erected in 1879, and new recreation room and art room in 1891.

Practising Schools.—One for girls with an average attendance of 112, and one for infants with an attendance of 120 Both received highly satisfactory reports from H.M. Inspector.

Committee present at Conference.—G. Alan Lowndes, Esq., chairman, the Rev. Canon Hill, the Rev. H. M. Oswald, the Rev. R. Higgens, Rev. H. F. Rackham, the Rev. F. H. Fisher, Rev. S. Nairne, and chaplain.

There has been no material change in the condition of this college since last year's report. It continues to do thoroughly effective work; it retains all the characteristics of an orderly and agreeable home, and its students are highly appreciated as teachers. Some useful additions and improvements in the building are contemplated and will be immediately carried into effect. In the first term of the year all the students attended a course of University Extension lectures on the Chemistry of Life and Health, by Dr. Kimmins, who held a subsequent examination, at which all of the first year (32) and 15 of the second year were presented. All but one passed, and seven of them obtained distinction. The museum has been reorganised, and considerable additions have been made to it. Cookery is now taught by one of the staff and more time is devoted to it. The class was inspected by Miss Harrison early in the year.

BRIGHTON.

(Ditchling Road.)

Chichester Diocesan Training College.

Founded 1853, at a cost of 8,368*l.*

Visited November 7th and following days with Mr. Coward.

Sixty-five students in residence, of whom 35 are in their first and 30 in their second year.

Staff.—The Rev. G. Corfield, M.A., the principal, lectures on divinity, arithmetic, and logic, and presides at criticism lessons; Miss Pittard, Miss Mockford, Miss Godsiffe, and Miss Newnham, lecturers and governesses; Miss Evans, matron; Miss Mellish, teacher of kindergarten; Miss Smellie, certified teacher of cooking; Miss Ely, teacher of Swedish drill.

Premises good and well situated, but ill-supplied with recreation ground.

Practising Schools.—Girls' school with an average attendance of 160, and a staff of one certificated mistress, one assistant, and two pupil-teachers. Infant school 163 scholars, one certificated mistress and two pupil-teachers. Visits of observation are made to two good neighbouring schools, of which the one is attached to the Brighton Parish Church and the other to the Brighton School Board.

Committee present at Conference.—The Rev. Prebendary Hannah, the Ven. Archdeacon Mount, the Ven. Archdeacon Sutton, the Rev. J. H. Masters, the Rev. C. W. A. Napier, the Rev. A. A. Farnall, the Rev. R. Cox Hales, Mr. W. H. Campion, Mr. J. R. Gwatkin, and the Principal.

The college achieved exceptional success at the Christmas examination, no fewer than 33 out of 35 second year students having been placed in the first division. Some of this success is due to the high marks obtained from the Science and Art Department in the two subjects—botany and agriculture—to which the college has given special attention. The library receives substantial additions every year, and the time-table secures an improved distribution of the hours of study. The criticism lesson and the lectures which I heard were very useful and practical. The practising schools attached to the college, though very efficient, are on a small scale and do not provide sufficiently varied opportunities for practical experience. The Committee have this subject under consideration and are about to submit to the Department some proposals for modifying the existing arrangements respecting the students' practice.

BRISTOL.

(*Fishponds.*)

Bristol, Gloucester, and Oxford Diocesan Training College.

Founded 1853, at a cost of 16,004*l.*

Visited April 24th and following days with Mr. Coward and Mr. Curry.

Seventy-six students in residence, of whom 35 are in the first and 41 in the second year.

Staff.—Principal, Rev. Henry Proctor, Mr. H. E. Scott, vice-principal (appointed April 10); Miss Park, Miss Christmas, Miss Crow, Miss Gauld, and Miss Keenliside, lecturers and governesses; lady superintendent, Mrs. Sneyd Kynnersley.

Premises.—Excellent and well situated. Ample recreation ground. A college chapel erected in 1854.

Practising Schools, Two.—A girls' school with 128 scholars, and an infant school with 120 scholars, both favourably reported on by H.M. Inspector for the district. The students have also practised in the Boys' Parochial School of the village.

Committee present at Conference.—The Ven. Archdeacon of Bristol, the Rev. Canon Mather, the Rev. R. P. Davies, the Rev. W. S. MacKean, the Rev. Canon Cornish, the Rev. W. M. Collett, Rev. H. R. Heberden, Messrs. W. Belfield, C. W. Savage, H. W. Ward, H. T. Coles, and the Principal.

The hopes I expressed in former reports of a substantial improvement in the work and organisation of this college have not, I regret to say, been fulfilled. The standing of the students in the class lists continues to be very low. I hoped that advantage would be taken of the appointment of a new Principal to infuse more life into the college and to increase its efficiency. The teaching has hitherto been largely left to the governesses, who, though diligent and conscientious, needed more of efficient help and guidance. I recommended that the Principal should himself take a larger share in the secular teaching and in the professional preparation of the students. No material change has, however, been made in this respect during the year; but a fortnight before my visit, a gentleman, who is reading for orders, took office as Vice-Principal, and the duties which it is proposed to assign to him are precisely those which in most colleges are performed with great advantage and appropriateness by the Principal himself. It is now intended that the Principal should limit his own work to the religious teaching. The resignation of three of the governesses has somewhat increased the difficulties of the Committee, who are, however, fully alive to the seriousness of the case, and who have appointed a sub-committee to consider and advise about the future arrangements. An addition is now being made to the building, which will give a recreation room for the students, better accommodation for the staff, and an infirmary. All three are much needed.

BRISTOL DAY TRAINING COLLEGE.

In connexion with Bristol University College.

Visited February 20th.

Thirty non-resident students, all in the first year.

Staff.—The Principal of the college, Professor Lloyd Morgan, exercises general supervision, gives lectures on physiography, and proposes to give a course on psychology to the students of the second year. Other professors in the college, viz., Professor Rowley, Mr. Barrett, and M. Pellisier take severally the subjects of history and literature, mathematics and French. The Normal department is under the special superintendence of Miss Marian Pease, who was Vice-Principal of the Birmingham Day Training College, and who is assisted by Miss Jane Cullimore. These ladies divide between them the school management, the work in the practising schools, the reading and recitation, and the oversight of the private studies.

A large local committee of a widely representative character has been formed for the express purpose of managing the Normal department. It is composed of the Principal and two or three elected members of the University College and its staff, and nominees of the Bristol, St. George's, and Bedminster School Boards, the managers of voluntary schools, the Merchant Venturers' Society, the Bristol Grammar School, the High Schools for Girls, and the Teachers' Associations, besides two or three co-opted members.

Those present at the meeting of the Committee were the Rev. M. Glazebrook, Mr. Albert Fry, Professor Lloyd Morgan, Mr. H. J. Walker, the Rev. J. Trebilco, Mr. A. G. Verrier, the Rev. A. C. Anstey, Rev. Canon Cornish, Rev. W. Perkins, Rev. Canon Wallace, Mr. J. Wertheimer, Mr. Mark Whitwill, Miss E. A. Cocks, Miss Littlewood, Mr. Coward, and Mr. J. Rafter, the secretary.

A house in the immediate neighbourhood has been appropriated, partly as a residence for the Normal mistress and partly as a study and a place for the lectures of the Normal mistress and for preparation. The students attend twice a day the professorial lectures in the college, and have access to the same library as other members of the college.

The Barley Fields Board School has been placed at the disposal of the Committee as a practising school. It has 419 scholars (boys and girls) in the upper department and 147 infants; but it is intended to obtain access for the students to another board school in addition, and probably to one of the best of the voluntary schools in the city.

The committee evince the keenest interest in the success of the new experiment, and the condition of the college and its arrangements for the training of teachers in the first year justify the most sanguine expectations of future usefulness.

CARDIFF.

Day Training College in connexion with the Cardiff University College.

Visited February 22nd and following days with Mr. Williams and Mr. Whitmell.

The Normal department receives both male and female students, of whom 42 are in their first year and 49 in the second.

The managers of the Day Training College are the same as the governing body of the University College.

Principal V. Jones has the general supervision of the students, and gives instruction in Latin. Professor Tanner takes charge of the mathematics, Professor Vaughan of English literature, language, and history, Professor Barbier of French, Professor Selby of mechanics, and Dr. Parry of music. A normal master, Mr. T. Raymont, B.A., has the general charge of professional training and school management, and is assisted by Miss Hughes and Miss Foxall, M.A. (Lond.), who have special charge of domestic economy and of so much of the supervision of class teaching and private study as concerns the female students. Two houses close to the college have been taken and appropriated for the private studies and the distinctly professional work of the men and the women respectively. Large additions are now being made to the college buildings, and these will include lecture rooms and private rooms for study.

The Cardiff School Board is working in cordial harmony with the committee of the College; and has placed at the disposal of that committee five of its most important schools, including a Higher Grade School. The Normal master and Miss Hughes superintend the work done by the students in the practising schools. Each student is in turn released for a day from the duty of actual teaching, and employs his or her time in observing the methods and organisation and in preparing an essay recording the result of such observations. Criticism lessons are given twice a week.

The members of the council present at the meeting included the Right Rev. J. C. Hedley, Catholic Bishop of Newport, the Rev. W. Bruce, Mr. W. James, Dr. Edwards, Dr. J. Ll. Treharne, the Rev. J. Morgan Jones, Mr. G. C. Thompson, Rev. A. Tilly, the Rev. J. D. Walters, Mr. L. Williams, Mr. T. Davies, Mr. L. Taylor, Professor Vaughan, and the Principal Mr. J. Viriamu Jones.

There is much vigour and high promise in this new college and in its Normal department. The professors speak most favourably of the students, who mingle freely with the rest, and share to the full, not only the lectures, but the social life, the library, the debating society, and the athletics of the college. A special educational library and a museum of educational appliances is in course of formation for the students in training. There is some little waste of power in the present arrangement for the lectures on school management, as the male and female students are taught separately. This, however, and one or two other details discussed with the Committee, will receive their careful attention.

CHELTENHAM.

(*St. Mary's Hall.*)

A College "for training Teachers for any Part of the United Kingdom, upon Scriptural, Evangelical, and Protestant Principles."

Founded 1847, at a cost of 9,700*l.*

Visited June 19th and following days with Mr. Coward.

Sixty students in residence, of whom 32 are in the first and 28 in the second year.

Staff.—The Rev. R. M. Chamney, principal, who is also the principal of the training college for men; Miss Bird, lady superintendent; Miss Reynolds, Miss Tarbuck, and Miss Emma Lewis, lecturers and governesses; Mr. Matthews, teacher of music; Miss Sayer, teacher of drill.

Premises excellent, recreation ground satisfactory.

Practising Schools.—At a distance from the college, and not managed by the college authorities. One of 220 girls, and an infant school with 210 scholars. Reports of H. M. Inspector satisfactory.

Committee present at Conference.—Rev. R. Tomes, Major Abbott, Mr. D. T. Woodward, the Rev. E. Cornford Hon. Secretary, and the Principal.

There has been no change in the general character of the institution since last year, and none in the composition of the staff; one governess, however, is about to leave. The standing of the candidates for admission was much higher than in recent years; and at the Christmas examination one half of the students were placed in the first division. Every student takes one science and one language from among the optional subjects, and provision is made for those who desire to study German instead of French. The students receive regular exercises in calisthenics at the Cheltenham gymnasium, which is exceedingly well equipped with all needful appliances.

CHICHESTER.

Bishop Otter's Memorial College.

Re-opened (after many vicissitudes) in 1873 as "a Training College under "Government, for the purpose of training Ladies as Elementary "Schoolmistresses, in the Principles of the Church of England."

Visited December 4th and following days.

Thirty-four students, of whom 15 were in the first and 19 in the second year. Three are day students residing in the immediate neighbourhood.

Most of those received into training have found employment in public elementary schools, but a larger proportion than of those in other colleges have, after obtaining their certificates, taught in secondary and higher grade schools.

Staff.—Miss Trevor, principal; the Rev. J. Fraser, chaplain, and lecturer on divinity; Miss Davy, vice-principal; Miss Scholefield, Miss Cornwall, and Miss E. Robinson, lecturers and governesses.

Premises.—Good. Excellent recreation ground. A college chapel.

PRACTISING SCHOOLS.—A girls' school with an infant class. The attendance has slightly increased since last year, but the number is still insufficient to afford the needful variety of practice.

COMMITTEE PRESENT AT CONFERENCE.—The Lord Bishop of Chichester, the Right Rev. Bishop Tufnell, the Rev. Prebendary Cowley Powles, the Rev. Prebendary Deane, the Rev. Prebendary Masters, the Rev. Canon Whitelegge, Mr. Woodbridge, the chaplain, Mrs. Randall, Miss Hubbard, and Miss Trevor.

The lectures I heard were on school management, on the physical geography of Asia, on arithmetic, and on the Battle of Waterloo. All were well adapted to their purpose, and were duly interspersed with questions and judicious recapitulation. There has been no material change in the administration or work of the college since my last visit.

DARLINGTON.

BRITISH AND FOREIGN SCHOOL SOCIETY'S NORTH OF ENGLAND TRAINING COLLEGE.

ESTABLISHED in present buildings, 1876. Cost 17,480*l.* with no grant from Government. Four private houses had up to that date, from 1872, been rented for college purposes.

Visited on the 25th of September with Mr. Swettenham and Mr. S. R. Wilson.

Seventy-five students in residence, of whom 40 are in the second and 35 in the first year.

STAFF.—W. A. Spafford, Esq., M.A., Principal and teacher of method; Mrs. Spafford, lady superintendent; Miss Gillie and Miss Culpin, Miss Reynolds, B.A., Miss Broadhurst, Miss Whyte, and Miss Green, lecturers and governesses; Mrs. Oliver, matron; Miss Wheeler, teacher of drawing; Miss Bennington, teacher of cookery.

PREMISES.—Handsome and well adapted for the purpose, with all modern appliances for health, study, and recreation. Situated in a pleasant suburb of the town.

COMMITTEE PRESENT AT CONFERENCE.—Sir Theodore Fry, M.P., chairman, Lady Fry, Mrs. H. Pease, Mrs. J. E. Backhouse, Mrs. G. W. Bartlett, Mrs. G. D. Wilson, Mrs. Dale, Mrs. E. L. Pease, Mrs. Plews, Messrs. Arthur Pease, J. E. Backhouse, S. Hare, Edward Hutchinson, Mr. Alfred Bourne, Secretary of the British and Foreign School Society, the Principal, and lady superintendent.

The two new practising schools for girls and infants are now quite full, and are of great service to the students, who, however, continue to make visits also to the Central Board School and the large Wesleyan School in the town.

The average standing of the students on admission was 405, and the position attained at the Christmas examination was high, especially that of students in the second year, of whom 21 were placed in the first division, 13 in the second, and none in the third. One student matriculated in the University of London in July 1893. The system of Swedish drill has partially superseded the ordinary calisthenic exercises with wands and dumb-bells to musical accompaniment. A voluntary class has been formed for learning basket work by some of the students who have been infant teachers, with a view to introduce a greater variety of manual employment into their own schools. A copy of the Encyclopædia Britannica and many other new books have been added to the library and increased attention has been given to the decoration of the building. The old students' reading society flourishes, and a large and animated meeting of its members was held on an evening during my visit. An Essay Club has been formed among the senior students; it meets fortnightly, and papers are read and criticised. Among the subjects chosen have been International Arbitration, the Covenanters, Rider Haggard's Faces in a Crowd, the character of Claudius in Hamlet, Naturei n Tennyson's poems, and the influence of the Revival of learning on education.

DERBY.

Lichfield and Southwell Diocesan Training School.

Founded 1851, at a cost of 6,680*l.*

Visited on the 16th of October and following days with Mr. Parez.

Forty-four students in residence, of whom 22 are in the first and 22 in the second year of residence.

Staff.—The Rev. Alfred E. Vinter, Principal, chaplain and secretary; Miss Kewley, lady superintendent; Miss Sykes, Miss Glover, Miss Davies, lecturers and governesses; Mr. A. F. Smith, teacher of music; Miss Stevens, teacher of drawing.

Premises.—Fairly good and well ordered; but no recreation room or chapel.

Practising Schools.—Two. One for 130 girls, with two certificated teachers and an assistant; and one for 90 infants, with a similar staff. Both on the premises of the college, and reported excellent.

Committee present at Conference.—The Bishop of Derby, the Archdeacon of Stoke, the Rev. Canon Vincent Jackson, the Rev. Canon Sing, and Messrs. W. G. Turbutt, W. M. Phillips, and A. P. Heywood.

The college is making decided advance under its present Principal, and some of the contemplated plans for its improvement are full of promise. It is proposed to erect a recreation room, and also to admit a small number of day students. The new arrangements made at my suggestion for enlarging the experience of the students by sending them to visit good board schools is working very well. The amount of industrial and domestic work formerly exacted from the students has been judiciously diminished, and evening lectures have been reduced in number so as to leave the latter part of the day free for music, drawing, and private reading. The mistress of the infant school gives a special course of kindergarten lectures on (1) the principles of Fröbel and Pestalozzi, and brief sketches of their lives, (2) the educational value of games and their connexion with the ordinary school routine and with object lessons, (3) the mode of using the gifts and occupations of Fröbel; the most important of them being worked out by the students of the first year.

DURHAM.

(Diocesan Training College.)

Founded 1859, at a cost of 6,504*l.*

Visited on the 14th of November and following days with Mr. Northrop.

Sixty-three students in residence, of whom 32 are in the first and 31 in the second year.

Staff.—The Rev. J. Haworth, M.A., Principal; Miss Skinner, head governess; Miss Thomas, Miss Fish, and Miss Buck, governesses; Miss Watson, teacher of Swedish drill.

Premises.—Well built and admirably situated. No college chapel.

Practising Schools.—Two. A girls' school, with 120 scholars, one mistress and a certificated assistant, and an infant school, with 170 scholars, a head mistress, an assistant, and a pupil-teacher. Both reported to be efficient.

Committee present at Conference.—The Lord Bishop of Durham, the Ven. Archdeacon of Northumberland, the Rev. H. E. Fox, the Rev. Canon Tristram, secretary, and the Principal.

The college has made a distinct advance this year, not only in the success attained by the second year students in the examination but also in mental activity and general usefulness. The Committee have not yet secured the premises, which they desired, after receiving the sanction of the Department, to use as a hostel for the reception of additional students; but they hope to be in a position to establish such a hostel ere long. During two months in the spring the students attended a course of lectures on chemistry in the lecture room of Durham University. The library

has been further improved, new cases for the reception of objects to illustrate lessons have been provided, and the museum is gradually increasing in value. The plan of suspending all lessons and lectures for one day in the month in order that it may be devoted to private review, reading, and study has been adopted and found useful.

EDGEHILL.

(Liverpool.)

UNDENOMINATIONAL COLLEGE.

Opened in 1885 in Durning Road, Liverpool.

Visited May 8th and following days with Mr. Cornish, Mr. H. E. B. Harrison, and Mr. Pole.

One hundred and two students, of whom 55 are in the first and 47 in the second year; ten of these are external pupils, five in each year.

STAFF.—Miss Hale, principal; Miss Fuechsel, Miss Dewhurst, Miss Rowlands, B.A., Miss Wood, Miss Bamford, and Miss Kirkcaldie, governesses and lecturers; Mons. Oger, professor of French; Dr. Thomas, lecturer on physiology and hygiene; Mrs. Evans, teacher of cookery. Mr. Alexander, of the Liverpool Gymnasium, gives regular calisthenic drill.

PREMISES.—A large private dwelling has been purchased, considerably enlarged, and well adapted to its purpose. Two adjacent houses have also been taken for the accommodation of additional boarders. Recreation ground is good though not extensive. Sefton and Newsham Parks are within easy distance.

COMMITTEE PRESENT AT CONFERENCE.—Mr. S. G. Rathbone, chairman, the Rev. J. Sephton, Mr. David Hughes, Mr. W. Dent-Dent, Mr. J. McDiarmid, and Mr. T. C. Ryley, secretary.

One distinctive feature of this college is the exceptional provision it makes for ample and varied practice in school work beyond the limits of the requirements in the syllabus. Another is the use made by the students of the professorial lectures in the Liverpool University College, especially those of Professor MacCunn on the theory of education, Professor Raleigh on literature, and Mr. Evans on physics. Lectures on subjects outside of the Syllabus have also been given, some of them on Saturday evenings, when old students have been invited. Some valuable new apparatus for illustrating physics, and the physiological section of domestic economy has been purchased within the year, and the library has received many additions. Of 88 students presented at the Christmas examination 47 were placed in the first division, 41 in the second, and none in the third.

HOME AND COLONIAL.

(Gray's Inn Road, London.)

A COLLEGE FOR TRAINING TEACHERS AND FOR THE IMPROVEMENT AND EXTENSION OF EDUCATION ON CHRISTIAN PRINCIPLES, AS SUCH PRINCIPLES ARE SET FORTH AND EMBODIED IN THE DOCTRINAL ARTICLES OF THE CHURCH OF ENGLAND.

FOUNDED 1836, and first established in a house in Southampton Street, whence it was moved in 1837 into Gray's Inn Road, in order that the students might be near to the model schools already established by the society. Successive additions have from time to time been made. The premises at present occupied consist of five distinct leasehold properties and a small freehold upon which a sum of about 9,450*l.* has first and last been spent, the Government contributing 6,000*l.*

Visited March 20th and 20th of November and following days with Mr. Coward, Mr. Synge, Mr. Aldis and Mr. Field.

One hundred and forty-one students are in residence, and 10 are non-resident; 78 are in the first and 73 in the second year.

STAFF.—Rev. J. B. Armstrong, principal; Mrs. Thornbury, lady superintendent; Miss Howell, Miss Young, Miss Sewell, Miss Collins, Miss Macomish, Miss Wright, Miss Drury, and Miss Sanders, lecturers and governesses; Mr. Mills, teacher of music; Miss Loch, needlework; Mdlle. Boissier, French; Miss Ely, calisthenics, and Mrs. Mortimer, teacher of kindergarten methods.

FOUR PRACTISING SCHOOLS.—(1) An infant school with 200 scholars; (2) the upper practising school with 130 boys and girls from Standards I. to IV.; (3) the senior girls' school with 100 girls in Standards IV. to VII.; and (4) a lower mixed school with 130 scholars. All well staffed, fully equipped, and reported to be efficient.

COMMITTEE PRESENT AT CONFERENCE.—The Rev. W. H. Barlow, the Rev. A. R. Buckland, he Rev. J. L. Evans, the Rev. J. J. G. Nash, the Rev. W. Fleming, the Rev. G. Karney, Messrs. N. Bridges, G. H. Sawtell, Thomas Robertson, R. W. Dibdin, R. T. Gill, J. E. Woodroffe, and the Principal.

This is the only college which, in addition to the ordinary work of a training school under inspection, maintains a separate or non-Government department for teachers in secondary schools and in private families. This department has, however, an entirely distinct staff of officers.

The college suffered early in this year the loss of its recently appointed Principal, the Rev. W. Blackett, who was evincing considerable promise of future usefulness. The long interregnum from March to August has somewhat dislocated the work of the college. Nevertheless a very creditable place was taken in the Christmas class list, especially by the students of the second year. The new Principal, the Rev. J. B. Armstrong, is entering on his work in a vigorous and hopeful spirit, and under him I do not doubt that the former high reputation of the college will be recovered and even increased. The old students reading union is increasingly popular, and its meetings have been attended on an average by 80 members. The second year students have paid periodical visits of observation to the best schools under the London Board; and the Principal speaks in strong terms of the courtesy with which they have been received, and of the value of this experience as part of the professional training of the teachers. A matriculation class has been formed for some of the more advanced students, and the three who presented themselves in July last, all passed, two being in the first class. The experiment of admitting 10 additional students, as *externes* or day pupils, continues to work satisfactorily.

HOMERTON.

TRAINING INSTITUTION IN CONNEXION WITH THE CONGREGATIONAL BOARD OF EDUCATION. (CANDIDATES OF ALL DENOMINATIONS ELIGIBLE.)

FOUNDATION.—The Congregational Board established a college for training female teachers at Rotherhithe in 1845, and another for male teachers in Liverpool Street in 1847. In 1852 both departments were transferred to Homerton College, which had always been a Congregational place of education, but was then purchased for the purposes of a training college and enlarged at a total cost, first and last, of 25,600*l*. The Board held aloof from all connexion with Government till the year 1869, when the college was placed under inspection.

Visited March 22nd and following days with Mr. Aldis.

Forty-six female students in residence, of whom 24 are in the first and 22 are in the second year.

STAFF.—Mr. J. C. Horobin, M.A., Principal of the whole establishment; Mrs. Hiscox, lady superintendent; Mr. Thomson, teacher of music. Mr. Powell, head master of the boys' practising school and master of method. Messrs. Wilmott and Jones, who are lecturers in the men's department of the college, also give instruction to the female students.

PRACTISING SCHOOLS.—Two, viz., a girls' school and an infant school. Both schools have improved in numbers, and are well reported on for efficiency. The students pay visits for observation and practice to neighbouring board schools.

As this is a mixed college, the Committee, which was met by Mr. Oakeley, has oversight of both departments, and I did not therefore summon a separate meeting for discussing the condition of the feminine part of the establishment.

This is the only residential college in England which receives both male and female students. They dine in common hall, but nearly all the lessons and lectures are given separately.

This is an important transitional year in the history of the college, for shortly after my visit it was transferred to the buildings hitherto known as Cavendish College, Cambridge, which the Committee have succeeded in acquiring for the purpose of a Training College. It will accommodate a much larger number than the old and unsatisfactory premises at Homerton, and will permit of the development of the institution into one of the largest undenominational training schools in England. Details, however, respecting the numbers in the new college, its staff, and its organisation must necessarily be reserved until next year.

LINCOLN.

Diocesan Training College.

Foundation.—Present building opened in 1862 as a training institution for schoolmistresses, its original cost in 1840 having been 5,337*l.*, and the outlay involved in its adaptation to the purposes of a training college, 1,900*l.*, exclusive of the chapel, which cost upwards of 1,000*l.* A portion of the income of the college, amounting to upwards of 200*l.* per annum, is derived from the endowment of the Mere Hospital under a Chancery Scheme of 1858. There is a college chapel.

Visited October 30th and following days with Mr. Davies.

Forty students are in residence, of whom 17 are in the first and 23 in the second year.

Staff.—Rev. A. W. Rowe, Principal, Miss Elwell, Miss Turner, Miss Kirby, and Miss Aughtie, lecturers and governesses. Mr. Dunkerton, teacher of music.

Premises.—Excellent and well situated. Domestic arrangements satisfactory. There is a college chapel.

Committee present at Conference.—The Rev. Precentor Venables, the Revs. Canon Blenkin, Canon Barrett, the Rev. C. A. Lloyd, the Rev. T. H. Vines, and the Rev. W. De Foe Baker, Lieut.-Col. Conway Gordon, Mr. H. J. Torr, Mr. A. Garfit, and the Principal.

The change in the Principalship, the loss of one governess, Miss Kimbell, and the consequent break in the continuity of the instruction, may in some measure account for the lower position in the class-list of the first year students. Those of the second year, however, passed very well. The time-table has been re-adjusted so as to reduce the time of each lecture from one hour to three-quarters, and to increase the opportunities of the students for private study. The Principal has adopted the very judicious practice of giving a literary reading once a week. A new recreation ground for lawn-tennis has been added, and has been much used by the students, and the amount of domestic service required from them has been reduced. Meetings of the staff for consultation and comparison of experience are periodically held. Other changes are being introduced by the new Principal, which appear likely to increase the usefulness of the college.

LIVERPOOL.

Roman Catholic Training College of Notre Dame.

Founded 1856, subsequently enlarged at a total cost of upwards of 30,000*l.* Considerable additions have been recently made to the dormitories, cookery class rooms, and studios at a further cost of 6,000*l.*

Visited with Mr. Cornish and Mr. H. E. B. Harrison on the 15th of May and following days.

One hundred and eleven students are in residence, of whom 54 are in the first and 57 in the second year.

STAFF.—General superintendent, Miss Lescher; lecturers and governesses, Miss Winfield, Miss Partridge, Miss Price, Miss Perry, Miss White, Miss Mottram, Miss Byrne, Miss Macpherson, Miss Gilbey, Miss Tompkinson; matron, Miss Pierson, all belonging to the Sisterhood of Notre Dame. The Rev. J. Smith, Chaplain.

PREMISES admirably designed and ordered. Besides the building and grounds the sisters have a villa in the outskirts of the city, to which the students occasionally resort for recreation.

PRACTISING SCHOOLS.—Besides the large schools for girls and infants attached to the college, the students make periodical visits, in turn and under supervision, to six other Roman Catholic schools in the city, two of which are mixed schools.

The sisterhood charges itself with the duty of providing instruction for female pupil-teachers of nine Liverpool Catholic Schools, and 65 of these young people are lodged and taught in the pupil-teachers' college.

COMMITTEE PRESENT AT CONFERENCE.—The Duke of Norfolk, Rev. Monsignor Carr, Rev. Monsignor Carroll, the Rev. E. Powell, the Rev. G. Richardson, the Rev. F. Barry, Mr. R. Sankey, Mr. H. Cullen, Mr. E. Browne, and Mr. W. M. Hunnybun, secretary of the Roman Catholic Poor School Committee.

This college continues to be distinguished by the liberality and completeness of its material equipment, and by the large number of its teachers. All these ladies are members of the sisterhood of Notre Dame, and some of them possess exceptionally high qualifications. The library is unusually well provided; and a large variety of professional practice is available for the students, owing to the arrangement whereby the best of the Roman Catholic schools in the city are visited, besides the large and very efficient practising schools of the college itself. A new feature in the work of this year is the formation of a small class of five of the best students who are reading for the Matriculation Examination of the University of London. Advantage is taken of the professorial lectures at the Liverpool University College. The subsidiary arrangements made by the college for pupil-teacher training, for the occasional use of external lectures, and for encouraging the reading and fellowship of the students after leaving the college, continue in full and beneficial use.

NEWCASTLE-ON-TYNE.

DAY TRAINING COLLEGE.

The College of Science in this town is affiliated to the University of Durham. It has large and handsome buildings, to which costly additions are now being made. A Normal department was formed in 1891 for students of both sexes.

There are now 63 students in this department, 16 men and 15 women being in their first year, 15 men and 14 women in the second, and 2 men and 1 woman in the third year.

The Principal, Dr. William Garnett (who has since become Director of Technical Studies to the London County Council), exercised general supervision, and lectured on mathematics, assisted by Mr. C. H. Thompson; Professor Seaman lectures on English, Professor Stroud on physical science, Signor Catoni on French, and Mr. Terry on history. The Principal of the Normal department, Mr. Mark Wright, is the lecturer on education, on geography, and on arithmetic, and superintends the practical work of the students in teaching. Mrs. Wright conducts the girls' classes in needlework and domestic economy.

By the favour and with the active concurrence of the Newcastle School Board, five of the best of the Board schools are placed at the disposal of the Committee for the students' practice. These afford a considerable variety of opportunity for experience as they include infant departments and mixed schools of different grades. Ample provision is made for criticism and model lessons.

A special committee has been formed to co-operate with the council of the college in the management of this department. It is composed partly of the house committee of the college, and includes the chairman and vice-chairman of the Newcastle, Gateshead, Sunderland, North and South Shields, and Jarrow School Boards, and several ladies and other persons specially interested in education, who are elected *ad hoc*.

Those present on the day of my visit were the Rev. A. F. Riley, Mr. J. W. Lambton, Principal Garnett, Professor Weighton, Mr. Bowden, Mr. Mark Wright, and Mr. H. F. Stockdale.

Several points of detail were fully discussed with the Committee, who evince great interest in the future success of their new enterprise, and under whom it may be safely predicted that the Normal department will take a high rank among those of the provincial colleges for vigour and usefulness.

NORWICH.

Norwich and Ely Diocesan Training College.

Founded 1853, in a purchased dwelling-house, at a total cost of 3,727*l.*, and removed in 1892 to a new building on the Earlham Road, erected at a cost of 13,000*l.*

Visted 23rd of October and following days with Mr. Tillard.

Fifty-nine students in residence, of whom 31 are in the first and 28 in the second year.

Staff.—Rev. T. Archbold, Principal and secretary, who lectures on mental science and presides at criticism lessons. Miss Billing, lady superintendent; Miss James, Miss Adwick, Miss Stevens, lecturers and governesses; Miss Murrell, mistress of method; Mr. Stott, music master; Miss Harcourt, teacher of drill.

Practising Schools.—Two girls' model schools and an infants' model school attached to the college. The schools are favourably reported on by Her Majesty's Inspector for the district. Visits of observation continue to be made to the Nelson Street Board School in the city.

Committee present at Conference.—The Ven. Archdeacon Nevill, the Rev. Canon Hinds-Howell, the Rev. Canon Ripley, Rev. Canon Patteson, Sir Lawrence Jones, E. T. Dowson, Esq., Dr. Bensley, and the Principal.

The new buildings prove to be most commodious, are situated in a healthy spot, and contrast very favourably with the old premises in St. George's Plain. Considering, however, the high hopes which were entertained and expressed at the opening ceremony, the condition of the new college at the end of its first year is somewhat disappointing. The class-list at Christmas showed a very meagre proportion of students in the first division, and there is in the college a noticeable lack of vigour and animation. The attention of the Committee has been seriously directed to this fact, and also to the unsightly and neglected condition of the ground and the surroundings of the college. Improvements are, however, contemplated in the coming year.

NOTTINGHAM DAY TRAINING COLLEGE.

In connexion with the Nottingham University College.

This is a normal department of the University College, and is under the management of the Council. There are 64 students, of whom men and women are equal in numbers; 33 are in their first year, 30 in the second, and one in the third.

Visited March 15th with Mr. F. T. Green.

The members of the Committee present were:—The Mayor of Nottingham; Mr. Alderman Gripper, chairman; Mr. Councillor FitzHugh, vice-chairman; Mr. Alderman Lindley; Councillors Adams, Bradley, Green, Hill, Horner, Perry, and Wright; Dr. Gow, Head Master of the Nottingham High School; Sir S. G. Johnson, Town Clerk of Nottingham; the Rev. J. A. Mitchell; Principal Symes; and Mr. P. H. Stevenson, the secretary.

The staff of teachers consists of the Principal, the Rev. Professor Symes, who exercises general supervision, and lectures to the students of the second year on mental philosophy and its relation to the teachers' work; Professors Heaton and Clowes, Messrs. Taylor and Granger, and Madame Lionnet, who are on the Staff of the University College; besides Mr. Henderson, master of method, and Miss Bird, who are specially retained for the instruction of the normal students.

The school board has placed at the disposal of the college, for purposes of practice, six of the best of the Nottingham Board Schools, including one of the higher grade, and one which is visited by the female students expressly for the study and practice of kindergarten methods.

Special apartments are provided in the college for the private reading of the Normal students, and for their professional lectures. Otherwise these students share the ordinary studies and recreations of the University College, and have the full use of the library and gymnasium. They also join the debating class and the musical society.

The college continues to work very hopefully, the Principal and the college staff evincing special interest in the students and desire to help them, and the Normal master and mistress being very efficient. The schools placed at the disposal of the college authorities are of several different types and are admirably equipped and managed. The Nottingham University College is one of the handsomest and most complete of all the new provincial colleges in England.

OXFORD.

(*Felstead House, St. Giles'.*)

DIOCESAN TRAINING COLLEGE.

FOUNDED in 1873, by Miss Susannah Miller, by whom the building was purchased, enlarged, and adapted, at a cost of about 4,000*l.*

Visited October 9th and following days.

Thirty students, of whom 17 are in the first and 13 in the second year. Four of these are day students who reside in the immediate neighbourhood.

STAFF.—The Rev. H. de Brisay, chaplain and secretary; Miss Simpson, lady superintendent; Miss Mary Simpson, Miss Elizabeth Simpson, Miss Walker, Miss Rye, and Miss Franscombe, lecturers and governesses; Sergeant-Major Owens, drill master.

PREMISES.—A dwelling-house well situated and fairly adapted for its purpose. No chapel or day room.

PRACTISING SCHOOLS.—Two immediately opposite the college. One for 90 girls and one for 120 infants. Both reported efficient, and under the control and supervision of the college authorities.

COMMITTEE PRESENT AT CONFERENCE. — The Ven. Archdeacon Palmer, the Warden of Keble, Rev. A. Mayhew, the Rev. Canon Ashhurst, Professor Burrows, the Rev. H. A. Harvey, the Provost of Worcester, Mr. B. H. Baden Powell, and the chaplain.

The lesson-giving of the students was, on the whole, distinguished by more than average animation and intelligence. Much additional attention has been given to free black-board drawing in which considerable improvement is shown. In reading and recitation also the results attained are above par; geography and history, however, admit of improvement. The college continues to avail itself judiciously of the special advantage of its position in a University city, and to obtain for the students a considerable variety of interesting and appropriate lectures and of external help, especially from Mr. Marriott of New College, from the Provost, from Mr. A. Sidgwick, and from Sir John Stainer.

RIPON.

DIOCESAN TRAINING COLLEGE.

FOUNDED 1862, at a cost of 8,347*l.*

Visited October 19th and following days with Mr. Rooper.

Fifty-eight students in residence, of whom 28 are in the first and 30 in the second year.

STAFF.—Principal, Rev. G. W. Garrod, not resident in college; lady superintendent, Miss Mercer; four certificated governesses, Miss Goodacre, Miss Palin, Miss Hawkins, and Miss Waterhouse; Mr. Bentley, music master.

PREMISES.—Well situated, and well planned, with ample room and recreation ground. The bath accommodation has been increased.

PRACTISING SCHOOLS.—One (mixed) for 90 scholars and one for 60 infants.

COMMITTEE PRESENT AT CONFERENCE.—The Rev. Canon Thompson, the Rev. F. Earle, the Rev. J. H. Goodier, the Rev. A. Jalland, Messrs. J. S. Hurst, J. Whitham, Basil Woodd, and F. D. Wise, and the Rev. G. W. Garrod (Principal).

No structural alterations have been made, but something has been successfully attempted in brightening and decorating the rooms used by the students. A somewhat unusual amount of sickness which has prevailed this year, though not attributable, in the opinion of the medical officer, to any of the conditions of the college life, but wholly to other and accidental causes, may account for the unfavourable result of the Christmas examination, so far as the first year students were concerned. The second year students, however, passed with much credit. The new Principal has made commendable and successful efforts to increase the intellectual activity of the college and to introduce improvements, *e.g.*, the sciences of physiography and electricity have been added to the list of subjects. The students have attended two courses of University Extension lectures—one on Victorian literature and one on the Elizabethan age. The library and the museum have received important additions; some of the governesses are reading with a view to a degree in the University of London, and a special visit was paid by the students to Leeds to see some of the best board schools of that town. The association of old students also continues to flourish, and now numbers 450 members.

SAFFRON WALDEN.

BRITISH AND FOREIGN SCHOOL SOCIETY'S TRAINING COLLEGE.

ESTABLISHED 1884 expressly for the training of infant schoolmistresses, to teach on the Kindergarten system. Value of site and buildings, 15,720*l.*, of which 10,500*l.* was given by the late Mr. George Stacey Gibson.

Visited October 2nd and following days with Mr. Coward.

Fifty-two students in residence, of whom 26 are in the first and 26 in the second year.

STAFF.—Alfred Bourne, Esq. (Secretary to the British and Foreign School Society), Principal (non-resident); Miss Dunlop, vice-principal; Miss Morley, Miss Taylor, Miss Reid, Miss Newett, Miss Campbell, and Miss Sinclair, lecturers and governesses; Miss Jefferies, matron; Mr. Thomson, teacher of music.

PREMISES.—Well adapted for the purpose, and equipped with all modern appliances. Situated in a pleasant and healthy suburb of the town. A good day room and infirmary.

PRACTISING SCHOOLS.—Two at a distance from the college; the British School, with 145 girls and 80 infants, and the National School, with 91 girls and 97 infants. Both fairly staffed and efficient. A small school for infants is carried on at the premises of the college, and is increasing in numbers.

MEMBERS OF THE COMMITTEE PRESENT AT CONFERENCE.—The Rev. R. P. Pelly, Mr. E. B. Gibson, Mrs. Gibson, Mrs. Tuke, Mr. A. Goddard, Mr. J. E. Foster, Miss Tuke, Miss Starling, and Mr. Alfred Bourne, Secretary to the British and Foreign School Society.

The college, though mainly founded with a view to the training of students who were destined for work in infant schools, is not exclusively confined to such students, since all of them alike receive practice in the girls' schools, and are prepared for the general certificate examination of the Department. Special attention is given to the theory and practice of the kindergarten system. Notwithstanding the general carefulness and excellence of the instruction given in the college, the students who presented themselves at the Christmas examination were less successful than usual, owing partly to the fact that as most of them had been trained in infant schools, they had during their apprenticeship given insufficient attention to such subjects as history and geography. I have discussed this and other reasons with the com-

mittee and the staff, and some of the plans adopted by Miss Dunlop appear to be well calculated to effect substantial improvement in the coming year. The general tone and aspect of the college are very pleasing and home-like; considerable additions have been made to the library, museum, and pictorial illustrations. Model lessons are regularly given and the arrangements for organising the practice in the National and British schools have been carefully thought out and much improved. Each student takes charge of one class for a whole fortnight at a time, and is thus made to feel a responsibility for the progress of the scholars. By hints which are given during the first week and by a short examination of the scholars at the end of the second, the student is more effectually helped than by a mere occasional attendance at several classes in succession. The mark for "teaching" obtained at the examination was, in this college, above the average.

SALISBURY.

Diocesan Training College.

Founded 1841 with one pupil, installed in 1850 in the King's House and the adjoining sub-chantry, which had been purchased and fitted up at a cost of 8,872*l.*

Visited with Mr. Wilkinson on June 12th and following days.

Seventy-nine students in residence, of whom 40 are in the first and 39 in the second year.

Staff.—Rev. E. Steward, Principal, chaplain and correspondent; Miss Constance Hill, lady superintendent; Miss Forth, Miss Manning, Miss Whatley, Miss Newman, and Miss Hayward, governesses and lecturers; Mr. Hayden, singing master; Mr. Wheeler, the head master of St. Edmund's school gives lessons in arithmetic.

Premises excellent. An ancient and picturesque house in the Cathedral Close, well adapted to its purpose. No chapel, but the students attend the Cathedral service daily.

Practising Schools.—The girls' national school of 170 scholars and the infant school with 180 scholars are both reported to be efficient.

Committee present at Conference.—The Lord Bishop of Salisbury, the Very Rev. the Dean of Salisbury, the Ven. Archdeacon Lear, secretary, the Rev. Sub-Dean Bourne, the Rev. Canon Hutchings, the Rev. E. C. Collard, Rev. W. F. Short, Rev. W. Savage, the Rev. J. D. Morrice, and the Principal.

The college has suffered during the year from several visitations of influenza, which have not, however, been serious; otherwise, the general health has been very good. Considering the position of the students on entering, an average standing of 1,398 in the admission list, the results attained are highly creditable to the college and its officers, since out of 40 presented for examination at the end of their second year last Christmas 27 passed in the first division and the remaining 13 in the second. The house recently added to the college premises is now very nicely finished and proves to be a great acquisition. I have discussed with the committee two or three minor details to which their consideration has been drawn in previous years, and in regard to which the efficiency of the college might be still further increased, and I am assured that, except on one point to which reference is made in my general report, these matters will receive careful attention.

SHEFFIELD DAY TRAINING COLLEGE.

This is a Normal department of Firth College, Sheffield. It was visited for the first time in January 1892, when 4 men and 11 women had already been enrolled as students. They share at present the general classes and rooms of the college, to which large additions have recently been made. These provide separate apartments for the private study and special professional lessons of the Normal students. The management of the Normal department is entrusted to a sub-committee of the college council, reinforced by the addition of a lady member of the school board.

Staff.—Professor Hicks, the Principal of the Firth College, assisted by Mr. R. A. Lehfeldt, lectures on physics, Professor Leahy on mechanics and mathematics, Professor Williamson on chemistry, Professor A. Drury on biology, Pro-

fessor Appleton on English history and literature, Professor Anderson on Latin, and M. Sivet on French. Mr. Thomas Quine, who is the master of one of the most important board schools in the town, lectures on school management and superintends the professional practice of the students. Miss Angewin, who is a specially certificated teacher of cookery, gives demonstrations on that subject and lessons on domestic economy to the female students.

Two excellent schools at Duchess Road have been placed by the Sheffield School Board at the disposal of the Committee for the students' practice.

At the meeting of the Committee Principal Hicks, Dr. Sorby, the Rev. J. Gilmore, the Rev. H. T. Shaw, Messrs. J. N. Coombe, J. D. Leader, E. Richmond, Ensor Drury, and Skelton Cole. The chief subjects of discussion were (1) the importance of securing the *entire* services of a Normal master, and (2) the need of some further supervision of the private studies of the Normal students. In both respects, useful and promising changes are about to be effected.

SOUTHLANDS.

(*Battersea.*)

Wesleyan Training College.

Foundation.—The male and the female students were both originally trained together (from the year 1851) in the Wesleyan College at Westminster, but in 1871, it was found necessary to provide accommodation for the latter elsewhere, and accordingly the "Southlands" estate was purchased for this purpose. An old mansion standing upon it was largely added to, and practising schools and a principal's house were erected on the grounds. These improvements extended over several years, and, with the purchase money of the estate, represent an outlay of about 18,000*l*. The Government made no grant.

Visited in June and on October 13 and following days with Mr. Coward, Mr. Currey, and Mr. Graves.

One hundred and nine students in residence, of whom 56 are in the first and 53 in the second year.

Staff.—Principal, Rev. Frederick Greeves, D.D.; lady superintendent, Miss Sargent; head master and superintendent, Mr. James Bailey; four governesses, Miss Husbands, Miss Goodwin, Miss Sellers, and Mrs. Henry; music master, Mr. Dunstan; drawing master, Mr. H. J. Dennis; drill instructor, Sergeant McGill.

Premises.—Good, and well adapted for the purpose. Satisfactory arrangements for baths, infirmary, and precautions against fire.

Practising Schools.—Two attached to the college; a girls' school and an infant school with an aggregate of 420 scholars. Both schools reported very efficient.

Committee present at Conference.—The Rev. Dr. Rigg, Rev. Dr. Moulton, Rev. D. J. Waller, Rev. N. Curnock, the Rev. R. M. Spier, Rev. T. M. Thorp, Rev. W. Wood, Rev. R. Culley, Messrs. J. W. Walker and J. R. Wood, Col. Thomson, the Principal, and Mr. Bailey.

In this college special attention is given to the history of education and to the principles of Wilderspin and David Stow, whose methods were from the first adopted, though with some modifications, by the Wesleyan Education Committee. The criticism lessons as conducted by Mr. Bailey are among the most systematic and practical exercises of their kind which I have ever witnessed.

An examination in kindergarten principles and practice has been held during the year, under the direction of the Fröebel Society; 27 of the senior students presented themselves, of whom 23 obtained a first-class and 4 a second-class certificate. A course of practical demonstrative lessons in chemistry has been given by Mr. Alfred Greeves, of the South Kensington School of Science. It was attended by all the students The senior students have also attended a practical course of demonstrative lessons in cookery, delivered in the college kitchen by a trained teacher of the Metropolitan School of Cookery. The college continues to be distinguished by seriousness of work and purpose, and it advances year by year in intellectual animation as well as in practical usefulness.

STOCKWELL.

British and Foreign School Society's Metropolitan Training College.

Foundation.—The male and the female students were both originally trained together (from the year 1817) in the British and Foreign School Society's College in the Borough Road, but in 1861 it was found necessary to provide accommodation for the latter elsewhere, and accordingly the site, of an acre in extent, on which the Stockwell College stands, was purchased for 1,400*l.*, and the buildings erected at a cost of 28,267*l.*

Visited February 15th, November 10th and following days with Mr. Coward, Mr. Du Port, and Mr. Fitzmaurice.

One hundred and forty-one students, of whom 69 are in the first, and 71 in the second year, and 1 in the third year. Ten of these are day students.

Staff.—Principal, Miss Manley; Miss Close, vice-principal; Lady superintendent and assistant, Mrs. and Miss Wood; Miss Rosevear, senior teacher and teacher of needlework; Miss Mavor, Miss Doran, Miss Smith, Miss Callis, Miss Liberty, Miss Jarrett, Miss Mackay, Miss Ross, and Miss Anderton, lecturers and governesses; Mr. Gadsby teacher of singing; Mr. Dennis, drawing master; Madame Cerbara, teacher of French.

Buildings, excellent. Situated in a wide road, but set back, and with ample space secured. Halls, lecture rooms, and dormitories all very complete. An excellent and agreeable day room.

Practising Schools for 750 children, in four departments, attached to the college; mixed, girls, infants and Kindergarten—the last named being an important feature of the institution. All are very favourably reported on by the inspector for the district.

Committee present at Conference.—Mrs. Buxton Morrish, Mrs. Bristow, Miss Angus, Mrs. Campbell, Mrs. Waller, Mrs. Roller, Mrs. Coleridge, Mrs. Leader, Mrs. Evan Spicer, the Principal, and the Secretary of the British and Foreign School Society.

The college maintains its position in the foremost rank, and is the largest of the undenominational colleges. Its success at the Christmas examination was as high as in any former year, since, out of 137 students, 80 were placed in the first division, 57 in the second, and none in the third. Its matriculation class, its reading union, its arrangement for retaining third year students, and for enabling two of them to reside for a time in France, the enlargement of its numbers by the admission of day students, and its efforts to avail itself of external lectures are all signs of enterprise and of increasing influence. The health report of the medical officer is unusually satisfactory.

SWANSEA.

British and Foreign School Society's Training College.

Established 1872. Premises taken on lease for 75 years and adapted, and a new wing built in 1875, at a total cost of 4,235*l.*

Visited June 26 with Mr. Williams and Mr. Monro.

Seventy students in residence, of whom 36 are in the first and 34 in the second year.

Staff.—Principal, Mr. D. Salmon, who does not reside in the college; Miss Hendy (head mistress), Miss Rodwell, Miss Williams, Miss Grierson, and Miss Kate Charlton, governesses and lecturers; Mrs. Thomas, lady superintendent. Music is taught by Miss Rodwell, drill by Miss Rodwell and Miss Grierson.

Premises consist partly of a building formerly used as a boarding school and partly of two dwelling-houses. Additions have been made and the whole tolerably adapted to its purpose. Recreation ground small for the number of students.

Practising Schools, none belonging to the college. Three Board schools and the Higher Grade National School are regularly visited by the students for observation and practice, and are reported by H.M. Inspector as very efficient.

COMMITTEE PRESENT AT CONFERENCE.—The Rev. B. J. Binns, Rev. E. W. Bolney, Rev. W. E. Shaw, the Rev. Canon Smith, Rev. W. Williams, Rev. E. Jenkins, Rev. F. Samuel, Dr. W. Morgan, Mrs. M. B. Williams, Mr. John Griffiths, Mrs. E. Davies, Mr. W. Rosser, J.P., Mr. David Williams, and the Principal.

The new Principal has thrown much energy into the college life. The premises have been improved, a new class-room has been provided, much painting and decoration have been done, books have been added to the library, and several judicious plans for further developing the usefulness of the college are being tried, *e.g.*, a student who has given several good criticism lessons is directed, when her turn comes for giving another, to prepare a paper on some set topic connected with the practical work of the school. This paper she reads to the students of her own section, who have been previously told to think over the subject in order that they might discuss it with knowledge and intelligence. After this the Normal mistress gives her opinion, and the Principal sums up. The papers read proved to be interesting and the subsequent discussions very helpful to the students.

TOTTENHAM.

ST. KATHARINE'S TRAINING COLLEGE, IN CONNEXION WITH THE SOCIETY FOR PROMOTING CHRISTIAN KNOWLEDGE.

FOUNDED in 1878, at a cost of about 30,000*l.* (2,500*l.* subsequently voted for principal's house.) New chapel erected in 1888.

Visited April 20th and June 16th and following days, with Mr. Balmer and Mr. Rankine.

One hundred and one students in residence, of whom 49 are in the first and 52 in the second year.

STAFF.—Principal, Rev. Edwin Hobson; lady superintendent, Miss Gee; one certificated lecturer, Mr. Piper; five certificated governesses, Miss Pallot, Miss Austin, Miss Castell, Miss Batho and Miss Sills; Mr. Langran, music master; Miss M. A. Cocks, teacher of cookery; and Sergeant-Major Elliott, drill instructor.

PRACTISING SCHOOLS.—Three attached to the college. One for girls, one for infants, and a third for girls at a higher fee. Each has an average attendance of about 150, is well ordered and equipped with modern appliances, and receives a good report from Her Majesty's Inspector. The students also pay visits of observation to good schools in Tottenham and in London.

MEMBERS OF COMMITTEE PRESENT AT CONFERENCE.—The Bishop of Bedford, The Rev. Canon Elwyn, Master of the Charterhouse, the Rev. Prebendary Hodson, the Rev. Prebendary Harry Jones, the Rev. Canon Benham, the Rev. Prebendary Wilson, the Rev. Prebendary Richards, the Rev. H. D. Pearson, Sir Evan Nepeau, the Rev. Prebendary Whittington, the treasurer, N. Powell, Esq., the Rev. W. O. Allen, Secretary of the Society for Promoting Christian Knowledge, and the Principal.

The Committee of the Christian Knowledge Society continue to exercise great liberality in the management and equipment of the college, and have this year expended 1,200*l.* in the erection of a recreation room and the provision of a covered exercise ground.

A very high degree of success was attained at the recent Christmas examination. Of 100 candidates presented, no less than 74 were placed in the first division and none in the third. The lectures and criticisms which I heard were excellent in regard to method, clearness, and practical usefulness, and were duly accompanied with searching questions. A magazine in connexion with the St. Katharine's Reading Association is also kept up with much spirit, and is helpful in maintaining the loyalty and sense of fellowship among present and past students.

The pupil-teacher central classes and the Literary Association, which are greatly helped by the college officers, continue to flourish.

TRURO.

Diocesan Training College for Exeter and Truro.

Founded 1858, at a cost of 3,000*l.*

Visited June 6th and following days with Mr. King.

Forty students in residence, of whom 22 are in the first and 18 in the second year.

Staff.—Principal, non-resident, the Ven. Archdeacon Cornish, vicar of Kenwyn, chaplain, residing close by, the Rev. Canon A. B. Donaldson; lady superintendent, Miss Kirby; four certificated lecturers, Miss Beavan, Miss M. J. Hill, Miss Armitage, and Miss Peat. Music master, Dr. Monk.

Buildings well situated and generally satisfactory. Sanitary condition improved. No chapel.

Practising Schools for 290 children attached to the college and under the management of the committee. Reported efficient by H.M. Inspector.

Committee present at Conference.—The Ven. Archdeacon of Cornwall, the Rev. Canon Bourke, the Rev. J. E. Eddis, the Rev. Canon Moore, the Rev. Canon Worlledge, the Rev. Canon Donaldson, Mr. T. R. Polwhele, Mr. E. W. Carus-Wilson, and the Principal.

Some useful additions have been made to the building, including a new cloak-room and an improved dormitory for six students. A new governess has taken the place of Miss Tarbuck, and evinces much promise. But the position of the students in the class list does not materially improve. This may be partly, though not wholly, accounted for by the low place (1,527 on the average) of the candidates for admission at the Queen's Scholarship examination.

WANDSWORTH.

Roman Catholic Training College.

Foundation.—College opened provisionally in the spring of 1874 in the Orphanage, Roehampton, by permission of the superior of the Sacred Heart, and removed in the autumn of the same year to a commodious building on a beautiful and healthy site, purchased first by the nuns of the Sacred Heart at Wandsworth, and subsequently enlarged and provided by them with a chapel, at a total cost of 22,000*l.*

Visited April 10th and following days with Mr. W. E. Currey.

Ninety-two students are in residence, of whom 48 are in the first and 44 in the second year.

The accommodation of the college has this year been considerably enlarged. There is ample recreation ground. The premises are roomy, comely, and very convenient and well ordered.

Staff.—The Rev. E. Murnane, chaplain; Madam Moran, Principal; Madam Verdon, Lady Superintendent; Mesdames Knight, Oddie, Fincham, Sheil, Oates, and Eaton, lecturers and governesses.

Practising Schools for 140 girls and 120 infants attached to the college. Both are reported to be efficient.

Committee present at Conference.—The Duke of Norfolk, Sir Harry Parker, Mr. Wegg-Prosser, and Mr. W. Hunnybun, Secretary of the Catholic Poor School Committee.

The average position of the candidates on admission was 2,618 in the Queen's Scholarship list, those Catholic pupil-teachers who stand higher in the order of merit being still attracted to the larger institution at Mount Pleasant, Liverpool. This institution, therefore, is at some disadvantage in regard to the qualifications of the candidates whom it receives. The material provision for the accommodation of students has been greatly increased, and is now adequate for the reception of the 92 students in residence. There has been no increase in the number of the teaching staff, which has, however, always been large and liberal relatively to the

number of students. Though the teaching in the college is still characterised by much earnestness and ability, the results of the examination, especially the large number of students placed in the third division, have been somewhat discouraging. This may be attributed in part to the need there is for stimulus and for more of personal effort, and bright spontaneous activity on the part of the students. The committee and the members of the staff are very sensible of this defect, and have very anxiously and fully discussed with me some means by which it might be removed. I confidently anticipate better results in the new year.

WARRINGTON.

CHESTER, MANCHESTER, AND LIVERPOOL DIOCESAN TRAINING COLLEGE.

FOUNDED 1844, at a cost of 6,131*l.*

Visited May 30th and following days with Mr. Lomax, Mr. Pole, and Mr. Phelps.

One hundred and three students in residence, of whom 51 are in the first and 52 in the second year.

STAFF.—The Rev. Morley Stevenson, Principal; the Rev. F. L. H. Millard, lecturer; Miss Goddard, lady superintendent; Miss Ferriman, head governess; Miss Timewell, Miss Beatty, Miss Perry, and Miss Bell, governesses and lecturers; Miss Warrener, teacher of kindergarten; Mr. W. S. Woods, teacher of music.

PREMISES.—Large, handsome, and well adapted for their purpose.

PRACTISING SCHOOLS.—Three: (1) a girls' school for 180 scholars; (2) a boys' school for 253; and (3) an infant school for 184, all well equipped with modern appliances, and under the immediate control of the college authorities. The students also pay visits of observation to a large higher grade school (the People's College) in the town.

COMMITTEE PRESENT AT CONFERENCE.—The Very Rev. the Dean of Manchester, the Ven. Archdeacon Barber, the Rev. Canon Kelly, Canon Penrhyn, Canon Scott, Canon Warr, the Revs. J. M. D. Owen and F. W. Willis, and J. D. Evans, General Mocatta, Messrs. J. R. Buckton, H. G. Crews, H. Greenall, Dr. Watkins, and the Principal.

The purchase of the neighbouring National school buildings has now been completed, and the whole, with the surrounding space, will now be available for the enlargement of the college. It is intended to adapt these additional premises, so as to provide a recreation room, a class-room, a room for drawing, better dormitory accommodation, and other needs. Having regard to the position of the students on entering, and the places they occupy in the list at the end of the first year, the results of the second year examination are highly satisfactory. The tone and spirit of the whole institution are very pleasing, orderly, and life-like. The students have attended a course of University Extension lectures on the Tudor period of English history, and a regular record of the barometric and thermometric readings from day to day is kept by the students. The reading guild continues to be popular and efficient.

WHITELANDS, CHELSEA.

TRAINING COLLEGE IN CONNEXION WITH THE NATIONAL SOCIETY FOR PROMOTING THE EDUCATION OF THE POOR IN THE PRINCIPLES OF THE CHURCH OF ENGLAND.

FOUNDED 1847, in "Whitelands House," enlarged and adapted at a cost of 10,431*l.* (not including that of the new chapel, 1,518*l.*); the National Society's teachers having been trained, up to that time, at Smith Square, Westminster.

Visited April 27th and following days; also November 2nd and following days with Mr. Coward, Mr. Helps, Mr. Willis, and Mr. Barnett.

There are one hundred and sixty-five students, of whom 77 are in the first and 85 in the second year, and 3 in the third year; 21 of these are day students.

STAFF.—Principal, Rev. J. P. Faunthorpe, M.A.; lady superintendent, Miss Lane; and eight certificated governesses, Miss Stanley, Miss Birch, Miss Robey, Miss Smith, Miss Tench, Miss Spivey, Miss Jackson, and Miss Ivatt; music master, Mr. Mills; French master, M. de la Lande; Sergeant-Major Elliott and Madame Bergmann Österberg for drill.

PREMISES.—Good and well adapted. The area is confined; but the utmost and best use is made of the space. There is a chapel, and a fair recreation ground.

PRACTISING SCHOOLS.—Three, on the premises and under the exclusive control of the college: (1) a commercial school, with 155 girls; (2) a model school, with 170 girls; (3) an infant school, with 120 boys and girls. The total staff consists of three head mistresses, with seven assistants. Nine senior students and nine juniors take part in the teaching of the schools in each week. Periodical visits to neighbouring schools of good repute have been carefully organised.

COMMITTEE PRESENT AT CONFERENCE.—The Rev. the Master of the Charterhouse (Canon Elwyn), the Rev. Prebendary Snowden, the Rev. Canon Chapman, the Rev. G. Blunt, Rev. Canon Erskine Clarke, the Rev. W. E. H. Sotheby, Rev. J. S. Brownrigg, Mr. George Buchanan, Sir F. S. Powell, M.P., the Rev. A. S. Shutte, Mr. J. T. Miles, Mr. J. Freeman, and the Principal.

The results of the Christmas examination were as usual in this college highly satisfactory, especially in relation to the students of the second year, 49 students out of 75 having been placed in the first division. The special characteristics of the college are the mental activity and the spirit of work which pervade it, the efforts which are made to encourage the teaching staff to pursue their own studies and to obtain higher qualifications, the attention paid to the development of the artistic sense among the students, and the evident anxiety of the Principal and his assistants to try new and promising experiments, and to increase in every legitimate direction the usefulness and influence of the college. Large expenses have this year been incurred in the complete repair and improvement of the arrangements for drainage. The work of refitting the dormitories with modern furniture proceeds steadily, and will, it is expected, be finished this year.

The association of old students for mental improvement continues in full vigour and efficiency.

Report, *for the Year* 1893, *by the* Hon. Mrs. Colborne, Directress of Needlework.

My Lords, March 14th, 1894.

I have the honour to submit my annual report on the needlework of the students in training colleges, of acting teachers, of pupil-teachers, and of a certain proportion of the children attending the public elementary schools.

The number of students and acting teachers (England) examined for certificates in June and December 1893 was 6,742, an increase of 1,065 on the totals of 1892.

The average marks gained by the students were 75·3 against 69·9 in 1892; the improvement in the work of the acting teachers was equally great; their average in 1893 was 58·8 against 52·0 in 1892. The standard of efficiency, to which the acting teachers have attained, is not yet as satisfactory as I could desire, but it is far higher than it was a few years ago. The manner in which the various test exercises were carried out was more intelligent and thorough than formerly, and there was greater evidence of systematic preparation for the examination. The improvement was most marked in the cutting-out exercise. It is satisfactory to find that teachers are seeking to add to and perfect their knowledge of this branch of the needlework syllabus, sundry changes in Schedule III. having increased the cutting-out requirements in the upper standards.

For a long time it has been acknowledged by those who have given careful attention to the subject, that to prove practically useful, every syllabus of plain needlework must be drawn up on lines, which, when followed, will lead a child from the mastery of simple stitches to a knowledge of their use and place in a garment. Any instruction would, however, be very incomplete were it to stop at this point; the child must also learn to cut out and shape the simple garments, and thus acquire by graduated steps, the knowledge of how to produce a complete garment, cut out, made up, and finished off by herself.

The requirements of Schedule III. have from time to time been altered with a view satisfactorily to carry out this scheme. These changes have not always met with the cordial approval of teachers, who, whilst admitting the greater educational value of such a plan, have imagined it would so materially increase their needlework responsibilities, that to follow it in its entirety, would be well nigh impossible.

I trust, however, that the increase in teaching skill and the improvement in practical needlework shown at the recent examinations, both by college students and by acting teachers, may justify the hope that a large proportion of the assistant mistresses will now be fitted to take a responsible share in the needlework instruction; the head teachers thus being relieved from much of the heavy work which has hitherto devolved on them, many having felt it necessary (owing to the weakness of their subordinates) to keep the cutting-out lessons entirely under their personal supervision.

At the Queen's Scholarship examination in July 1893 there were 6,803 candidates. An important step towards the attainment of a higher quality of work had been made by the candidates; their marks were 10 per cent. higher than in 1892. There has also been improve-

ment in the work of the pupil-teachers, but there are still far too many proofs of carelessness or ignorance in the specimens worked at the collective examinations. I refer specially to patches placed with no regard to the way of the material, and to darns which do not fulfil their object, namely, the strengthening of weakened material or the replacing of worn threads.

Needlework specimens from 2,048 schools, representing the work of 167,497 children, were examined during the past year. The full grant was awarded to 1,641 schools (girls' and infants'), the half grant to 355, whilst 52 were classified as "moderate" or "failures."

I am glad to note that the number of schools in which very small stitches are taught is on the decrease; the needlework in the greater number of schools is far more practical in character than it was a few years ago; individual specimens deserving the title of excellent are perhaps fewer than formerly, but the average quality of school needlework is far higher and much more satisfactory. A girl having passed through the various standards will now leave school with a very complete training in the essentials of plain needlework, and, whether the occupations of her after life be purely domestic or connected with trade, she will have received a thorough grounding in the subject.

I beg leave to submit to my Lords the special reports on each college.

I have the honour to be, &c.

RHODA E. COLBORNE.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORTS ON THE TRAINING COLLEGES, 1893.

BISHOP'S STORTFORD.

SECOND YEAR STUDENTS.

Some of the demonstration lessons were excellent, but several were very weak. In future more opportunities for teaching needlework to classes of children are to be given to the students, who will thus acquire a practical knowledge of the subject, without which their lessons are apt to be of little real value to their pupils. The test exercises at the Christmas Examination were well done, and showed that care and attention had been given to the subject.

FIRST YEAR STUDENTS.

The students gave good notes of a lesson on pleating, but the explanatory illustrations were very poor. The Christmas work was very satisfactory.

BRIGHTON.

SECOND YEAR STUDENTS.

The students passed a very satisfactory oral examination. Their Christmas work was very good, the paper garments deserving praise.

FIRST YEAR STUDENTS.

The needlework exercises showed careful finish; the buttonholes were particularly good.

BRISTOL.

SECOND YEAR STUDENTS.

The test exercises at the Christmas Examination showed a marked improvement on those of last year; some of the paper garments were excellent. The teaching marks did not reach quite as high a standard as in 1892.

FIRST YEAR STUDENTS.

The needlework exercises and papers were satisfactory, but some of the diagrams were very poor.

CHELTENHAM.

Second Year Students.

The demonstration lessons were given with greater animation and spirit than in former years. The finished work (garments, specimens, &c.) was thoroughly well done; the same careful attention to details was noticeable in the test exercises at the Christmas Examination.

First Year Students.

The results of the examination in practical needlework were very satisfactory; the button-holes and marking deserved commendation.

CHICHESTER.

Second Year Students.

The teaching skill of the students has continued to increase; many excellent lessons were given before me, the majority being illustrated by good diagrams.

The paper patterns at the Christmas Examination were well done, but many were only half finished; the needlework exercises were also satisfactory, but the amount of work shown in them was very small.

First Year Students.

Correct information was given in the needlework papers, but greater conciseness of expression should be aimed at. The meaning of the writer was often obscured by a multiplicity of words.

DARLINGTON.

Second Year Students.

The capabilities of the students as teachers of needlework were proved by the satisfactory nature of the lessons they gave at the annual examination; their practical work at Christmas did not, however, reach as high a standard of merit. Many of the paper patterns were very faulty.

First Year Students.

The results of the theoretical and practical examinations were highly satisfactory.

DERBY.

Second Year Students.

The oral examination was a thoroughly satisfactory one, the arrangement of the class lessons was good, the teaching bright and intelligent.

The test exercises at Christmas gained good marks; they showed neatness and finish.

First Year Students.

The needlework papers gave clear and full answers to the questions proposed.

The Christmas exercises were generally well done.

DURHAM.

Second Year Students.

The improvement in the teaching powers of the students noticed in my report of last year has been maintained; the lessons were good practical ones, and were well illustrated by correct diagrams. Some weakness was shown in the paper patterns.

First Year Students.

The needlework tests were carried out with care and neatness; the theoretical part of the examination was equally satisfactory.

EDGEHILL.

Second Year Students.

One of the large board schools of Liverpool was chosen as the place of examination of the Edgehill students, who taught with marked success large classes of children. The subjects chosen for the lessons were often outside the round of exercises enumerated in the needlework syllabus, thus wider scope for originality was given to the teachers. They availed themselves of this circumstance, and deviating from the well-trodden paths traced in needlework manuals, made their instruction of greater individual interest than is usual.

The Christmas tests showed some excellent work.

First Year Students.

The results of the junior students' examination were most satisfactory; high marks were awarded for general finish and industry.

HOME AND COLONIAL.

Second Year Students.

The general results of the examination (both oral and practical) were satisfactory; the students' powers of illustrating their lessons by blackboard diagrams have increased; there is still, however, a certain tone of unreality in the lessons which will, I trust, disappear when the teachers have had more practice in teaching classes of children.

First Year Students.

The papers and diagrams were good, and much of the needlework gained full marks.

HOMERTON.

Second Year Students.

There was decided improvement in the execution of the test exercises at the Christmas Examination, but the average marks gained at the oral examination were not as high as those of last year.

First Year Students.

The needlework papers were very satisfactory, the information was arranged concisely and with method. Good diagrams distinguished the Christmas tests.

LINCOLN.

Second Year Students.

The results of the practical and teaching examinations were very satisfactory. The weakness commented on last year has been overcome, and the college has again taken a good position in the needlework list.

First Year Students.

Marked improvement was shown both in the needlework exercises and in the notes on a cutting-out lesson. The tests were thoroughly well carried out.

LIVERPOOL.

Second Year Students.

In no college has a greater advance in teaching skill been made. Many excellent lessons were given by the students; the Christmas work was also satisfactory.

First Year Students.

The test exercises were generally well done, but the diagrams were somewhat weak.

NORWICH.

Second Year Students.

The teaching examination produced satisfactory results, and the Christmas tests were good; the paper garment, however, was often only half finished.

First Year Students.

A high standard of merit was reached by the majority of the needlework exercises. The notes on a lesson in gusset-making were correct, but not sufficiently full, and some of the illustrations were very poor.

OXFORD.

Second Year Students.

Bright, interesting lessons were given by the students, who by good diagrams on the blackboard drew attention to all important points in their instruction. The Christmas work was also satisfactory.

First Year Students.

The average quality of the test exercises was far higher than last year, but the diagrams still lacked finish.

RIPON.

Second Year Students.

The students passed a good oral examination. The small amount of work done during the two hours allotted to the Christmas Examination reduced the marks for industry and finish. The paper garment was often only partly done, and important stitches were omitted in the needlework exercise.

First Year Students.

The test exercises were not satisfactory; the patterns were rough in execution, and the actual needlework often did not rise above fair.

SAFFRON WALDEN.

Second Year Students.

The students taught in a pleasing manner and illustrated their lessons by good diagrams. Their Christmas work was equally satisfactory.

First Year Students.

Great care and attention had evidently been paid to the needlework of the junior students, who carried out their test exercises with neatness and finish.

SALISBURY.

Second Year Students.

The results of the examination in teaching were as satisfactory as those of the practical examination. Many excellent lessons were given by the students, and their test exercises at Christmas were distinguished by a careful finish which deserved praise.

First Year Students.

The junior students passed as excellent an examination as the seniors; their papers and needlework exercises were most satisfactory.

SOUTHLANDS.

Second Year Students.

The satisfactory results of the oral examination led me to hope that the Christmas work would be equally good, but many of the cutting-out and needlework exercises were only fair, and in several cases so little work had been done that marks for industry were lost.

First Year Students.

The theoretical and practical examinations were both satisfactory. The diagrams at the Christmas Examination were excellent.

STOCKWELL.

Second Year Students.

The examination in teaching skill was a most satisfactory one; many of the lessons were excellent and were illustrated by thoroughly good diagrams. The test exercises were worked with care.

First Year Students.

The needlework papers were well written. Both industry and finish were shown in the test exercises, the diagrams deserving special praise.

SWANSEA.

Second Year Students.

The average quality of the class lessons was very high. The teaching was very practical, whilst the animation of the students prevented the instruction becoming wearisome. The Christmas work was satisfactory.

First Year Students.

Some excellent work was sent up at the Christmas Examination; the diagrams were well and neatly drawn.

TOTTENHAM.

Second Year Students.

The students did extremely well at their examination in teaching, but their practical work at Christmas was not satisfactory. In many cases the different parts of the paper pattern were simply cut out and no attempt had been made to tack them together, and thus form a garment. The stitches in the needlework exercise were very good.

First Year Students.

The needlework papers were most satisfactory, the diagrams often rising to excellent; the test exercises at Christmas were also worked with a careful attention to the printed directions; they reached a high average.

TRURO.

Second Year Students.

The students passed a satisfactory examination in teaching, and the garments and specimens worked during the year were very good. At Christmas the test exercises did not gain high marks; the cutting-out exercise showed great weakness. In several cases little or nothing was done.

First Year Students.

At the Christmas Examination excellent marks were learned by the junior students; good diagrams, neat stitches, and careful finish distinguished their work.

WANDSWORTH.

Second Year Students.

A higher standard in teaching skill has been reached by the students; their practical work also showed great improvement.

First Year Students.

Many of the diagrams in the junior students' papers were excellent, and the general character of the work at the Christmas Examination deserved praise.

WARRINGTON.

Second Year Students.

At the time of my visit last June several of the students were far from strong in health; it was therefore under somewhat unfavourable circumstances that they were examined. Notwithstanding these drawbacks they acquitted themselves well, and gained a high per-centage of marks. The paper patterns at Christmas were excellent, and the stitches in the needlework exercises very good, but the amount of work done in two hours was small.

First Year Students.

The test exercises showed marked improvement on those of last year; the illustrations in the needlework papers showed a little weakness.

WHITELANDS.

Second Year Students.

The teaching marks of the students reached a high average, and their Christmas work was equally satisfactory.

First Year Students.

The results of the examination were satisfactory; excellent work was shown in some of the tests.

DAY TRAINING COLLEGES.

ABERYSTWITH.

FIRST YEAR STUDENTS.

The students have made a good start; their progress in needlework will, I trust, be steady.

BIRMINGHAM.

SECOND YEAR STUDENTS.

The first examination of this college was so satisfactory that the progress made during the last year was not unexpected. The students sent up some thoroughly good work at the certificate examination; their class lessons reached a very fair standard of efficiency, their blackboard work showing marked improvement.

FIRST YEAR STUDENTS.

Both the theoretical and practical parts of the examination produced very satisfactory results.

BRISTOL.

FIRST YEAR STUDENTS.

A very fair position in the needlework list has been earned by the students at their first examination in the subject.

CARDIFF.

SECOND YEAR STUDENTS.

The teaching powers of the students were weak. Many of the students seemed unable to communicate to others the knowledge they themselves possessed; their lessons were wanting in the plain practical explanation which alone can make a class lesson in needlework intelligible to children. The garments made during the year were worked with care, but the test exercises did not earn high marks.

FIRST YEAR STUDENTS.

The results of the examination were very satisfactory.

MANCHESTER.

FIRST YEAR STUDENTS.

Some excellent work was to be found among the test exercises of the certificate examination.

NEWCASTLE.

SECOND YEAR STUDENTS.

The students gave bright practical lessons; their finished work (garments, diagrams, &c.) was excellent, and their test exercises showed care and neatness.

FIRST YEAR STUDENTS.

The needlework papers were good; much excellent work was to be found in the various specimens completed during the college year and in those sent up at the certificate examination.

NOTTINGHAM.

SECOND YEAR STUDENTS.

A satisfactory examination on the whole, but the marks earned both at the oral and practical examinations were lower than those of last year.

FIRST YEAR STUDENTS.

The junior students sent up some very good work; their papers were written with care, and were illustrated by accurate diagrams.

SHEFFIELD. FIRTH.

SECOND YEAR STUDENTS.

Several of the class lessons were excellent, and the practical work of the students reached a very fair average of merit.

FIRST YEAR STUDENTS.

The examination produced excellent results.

REPORT, *for the Year* 1893, *by* SIR JOHN STAINER, *Inspector of Music, on the Examination in Music of the* STUDENTS *of* TRAINING COLLEGES *in* ENGLAND AND WALES.

MY LORDS,

I HAVE the honour to present my reports and those of Mr. McNaught on the results of our examination of students in training colleges during the year 1893. If we are unable to bring before you any new facts or striking statements as to the musical condition of the colleges, we at least have the satisfaction of stating that the high standard reached in 1892 has been fully maintained; the teachers are as zealous and painstaking as ever, and the students show a most praiseworthy wish to make the best use of the excellent instruction they receive. The present high standard has been gradually reached by upward steps during the last ten years, and our desire for the future is not so much that any great advance should be made in the difficulty of the tests we apply, as that the *general level* of work should reach as near this standard as possible. Of course it is always of interest to us to meet with proofs of the special ability of some few students amongst the many, and the number of gifted men and women brought before us is often remarkable. But we are still more interested in those students who have entered college in a backward condition, and whose progress we know must have been slow and tedious, equally troublesome to teacher and student. We are glad to be able to report that the teachers are fully alive to the importance of devoting their best energy to the least gifted students, and as yet I believe we have never been obliged to report unfavourably of this side of their work. A warning, however, may be needed both by teachers and students against preparation being made for the Inspectors' examination rather than for the future duty and responsibility of teaching children. Excellent performances by choral classes, and good results in the individual examination, are as satisfactory to us as they are to the students, but all this we wish to be looked upon not as an end but as a means, as only being good and useful so far as it makes them better able to impart their own knowledge and enthusiasm to school children under their charge. One of their most important qualifications, the teaching of voice-production, baffles all examination; it is eminently practical, and yet is so difficult in practice, although the theory would appear to be comparatively easy. For the progress students make in this branch of study we have to trust largely to their own good sense and proper appreciation of its great value. On voice-production depends very much, though not of course entirely, the art of maintaining pitch or "singing in tune" as we commonly express it. Habitual loss of pitch is one of the most common and persistent faults of school-singing; perhaps it can rarely if ever be eradicated, but it can be brought within the smallest limits, and even such a partial result as this can only be obtained by constant attention and skilful treatment of the children's voices.

I herewith append short separate reports of our visits to each college.

TRAINING COLLEGES FOR MASTERS.

BANGOR.—Mr. McNaught reports:—

"The preparation here was complete. The note, time, and ear tests were done admirably by nearly every one of the students. The songs were as a rule well selected, and the execution uniformly good. It would be unreasonble to look for better results in a training college. The part music was also excellently rendered. The college is fortunate in getting so many students with good voices."

BATTERSEA.—The senior students, with the help of some well-trained boys from the practising school, gave an excellent performance of Stanford's cantata *The Revenge;* the juniors sang Grieg's *The Recognition of Land* very well indeed. A string band afterwards played the first movement of a Symphony by Hadyn very creditably. The men taken individually did not exhibit a high order of musical ability, and I thought they did not in any branch come quite up to the usual good standard of this college. But it was clear that there had been no lack of careful preparation.

Mr. McNaught reports:—

"A few of the students sang very well, but the majority were not so well up to the work as former examinations at this college led me to expect. Time was good, except the six-eight time. Bridge-notes in the tune sight test were often missed. The songs formed a capital selection, and the part music was finely sung notwithstanding its difficulty."

BOROUGH ROAD (ISLEWORTH).—The men were remarkably well prepared for the examination, and their answers were smartly and unhesitatingly given. A very high level of work was reached, in every branch. The choral classes sang capitally; the juniors gave part-songs, the seniors Alice Mary Smith's cantata *The Red King;* as an intermezzo, a band consisting of two flutes and strings, with support on a pianoforte, performed the ballet music from Schubert's *Rosamunde* most creditably; amongst the players were the vice-principal and one of the tutors. Everything highly satisfactory. An excellent selection of songs had been prepared most carefully.

Mr. McNaught reports:—

"The tests were sung with correctness and fluency, and the naming of notes, sung or played, was equally satisfactory. The students here seem to work at music with well directed enthusiasm. The songs were exceptionally good; nearly all of them were by classical composers. The rendering of the part music called for little else than high praise."

CARMARTHEN.—Great pains had been taken to bring the men up to a good standard, but they were with a few exceptions not naturally endowed with much taste for music, and the teacher must have had very up-hill work; the result was all the more creditable to him. Fourteen out of thirty received full marks, and amongst these were three very good accompanists on the pianoforte, two of them showing also considerable promise as organists; the remainder as might be expected were principally weak in their answers to the ear tests—a branch of work the success of which depends more on the pupils' gifts than the teacher's skill. The choral classes had been admirably trained, and sang with excellent attack, correctness, and taste. The juniors gave two part-songs alone; afterwards seniors and juniors combined,

and gave a most stirring and spirited rendering of Mee's cantata *Horatius*. At the close of the examination I had some conversation with the Principal and Teacher of Music on the result.

CARNARVON—Mr. McNaught reports:—

"The music in this college is now better managed than when I examined it two years since. The songs were mostly of a thoroughly good type, and they were often rendered with taste and good tone. In the technical work the weakest features were in the minor mode and six-eight time tests. With the co-operation of outsiders an excellent concert was given, the programme of which included Sterndale Bennett's cantata *The May Queen*. The educational effect of the pains spent in getting up this cantata must be very beneficial to the students."

CHELSEA (ST. MARK'S).—I thought the men did not quite come up to the high musical standard usually reached here; but in all colleges there must be "ups" and "downs," and it must be admitted that St. Mark's has a smaller number of "downs" than most institutions. The individual work showed that unsparing pains had been taken to prepare the students, and though rarely brilliant the general result was quite good. The juniors sang some part-songs and choruses with the precision and taste which has become an attribute of the place; and the seniors gave an admirable rendering of Cherubini's *Requiem Mass in D minor*.

Mr. McNaught reports:—

"The capacity of the students did not appear to be high, and their acquirements did not atone for their natural deficiencies. I cannot say that the examination as a whole was as satisfactory as former years' experience had led me to expect. The main fault was a lack of readiness and ease. The songs were as usual selected with excellent taste. The choral performances were as interesting as ever. It was most creditable to the college to undertake to revive Cherubini's Mass, a work now seldom heard."

CHELTENHAM.—I found a very good set of men; the majority endowed with natural musical taste. A few very backward students, however, left their traces on the list of marks. The work had been evenly and carefully prepared, and I was highly satisfied with the result of the individual examination. The senior choral class gave Sullivan's part-song *The Long Day Closes*, and afterwards an excellent performance of Felicien David's cantata *The Desert*. The quality of tone was excellent; I have rarely heard so many nice tenor voices in one college. The juniors gave some part-songs, and also the major portion of Mendelssohn's cantata *To the Sons of Art;* this was ambitious on the part of first year men, but they rendered it capitally, with plenty of spirit and attack.

Mr. McNaught reports:—

"The work was well done throughout. The students sang with great ease and steadiness and without doubt. The choral performances were very good indeed."

CHESTER.—All the students were carefully and thoroughly prepared for the examination. The only weak point was the beating of time, which showed generally a slight uncertainty and hesitation. The songs were admirably selected, and nicely sung. The performance of the choral classes deserved the most unqualified praise. The juniors gave David's cantata *The Desert*, and the seniors Read's cantata *Sigurd;* in both cases the rendering was admirable.

Mr. McNaught reports :—

"An excellent examination all round. The ear tests were very satisfactory, and the time, apart from the beating of it, was good. The song list included compositions by Grieg, Franz, Lassen, Raff, and well-known classical writers."

CULHAM.—Mr. McNaught reports :—

"The sight singing was as usual distinguished by its bold briskness. There was a tendency on the part of students to beat far too quickly, and thus to render the sight tests more difficult than they were designed to be. A quiet, steady pace, of about M 60, suffices for nearly all the tune and time tests submitted at this examination. The songs were first-rate and were generally well sung. The part music was also satisfactorily sung. The first year men sang four of Mendelssohn's two-part songs. Although not written for this class of voice these duets were excellent practice for the class. The college band performed a good selection of music with a much better blend and unity of attack than I have heard before from this 'institution.' It is very creditable to the enthusiasm of the students that this band has enjoyed so long and useful a life."

DURHAM.—I am sorry not to be able to give a good report of the results of my examination in this college. Not only was the work much below the standard now happily reached in training colleges generally, but I could not help feeling that the majority of the men who came before me might have done much better if they had given a little more attention to their studies. At the close of the day's work I had a conversation with the principal and teacher of music on the subject. The selection of songs was much better than on previous occasions, and the choral classes aimed at less ambitious music and with better results than heretofore.

EXETER.—In the individual examination excellent work was done all round. The ear tests were answered quickly and well, only 8 men out of 30 failed to secure full marks in this subject. The songs were carefully prepared and well rendered, and with few exceptions were of the best type. The seniors and juniors in combination gave an admirable performance of Markull's cantata *Roland's Horn*, accompanied by two pianofortes (capitally played by two lady volunteers), two violinists, and a flautist (students).

I had the pleasure of attending the Sunday morning service in the college chapel, and I was delighted with the hearty manner in which all took part in the music. The boys from the practising school were excellently trained, and sang well and effectively. Although the service was fully choral from beginning to end, it did not in any way give one the impression of being a musical display, the music occupied its true place as a handmaid to devotional worship. The students must gain a good deal of useful knowledge and experience from these choral services. I have before me a list of twelve settings of the canticles by leading composers, which have been learnt by the men for chapel use.

At the close of the examination I met the Committee and reported the results.

HAMMERSMITH.—Mr. McNaught reports :—

"The students, as a rule, were not highly gifted but they passed very fairly. There was some hesitation in sight singing, petitions 'to begin again' were too frequent, and the minor mode was not clearly understood as to the naming of the notes on the *movable do* system employed. Many of the songs were of the drawing-room type one would rather not have to hear at examinations of this sort, and which do not afford the best means of culture to students. The part music was excellently chosen and as excellently sung."

"PETERBOROUGH.—A fair examination all round. Not many of the students were exceptionally favoured by nature with good capacity, but work had made its effect in developing natural skill. The time was good, the six-eight time occasionally giving trouble. The songs were very good and were performed with care. A cantata, *Sigurd*, by F. J. Read, was sung with great effect."

SALTLEY.—The work reached a high standard, the only exception being the beating of time, which I thought not quite up to the mark. A beautiful selection of songs had been prepared and the men sang them very well indeed. The choral classes separately and in combination gave several part-songs, and afterwards a most creditable performance of Mendelssohn's cantata *To the Sons of Art*, in which the quartet *soli* was particularly deserving of praise. Four students played a gavotte arranged by Pappini for three violins with pianoforte accompaniment.

Mr. McNaught reports :—

"A very satisfactory examination. All the work had been carefully prepared. The students had evidently given serious attention to the study."

WESTMINSTER.—The sight-reading was very good, with the exception of a bad habit of halting before a modulation, a habit which seemed to run through the whole college. Also the reading and beating of six-eight time were decidedly below the mark. The junior choral classes sang a movement from Mendelssohn's *Fest Gesang* excellently, the juniors and seniors then combined and gave a spirited rendering of Dr. Dunstan's cantata, *The Benedicte*. The quality of tone of both the classes was strikingly pure and good. The songs were well selected and nicely sung.

Mr. McNaught reports :—

"The strongest feature of the individual examination was the facility shown in singing the minor mode, and the weakest features the six pulse measure and the tendency to sing too quickly. The songs were good—one or two could have been spared without regret—and they were well sung. The part singing was satisfactory."

WINCHESTER.—The answers to the ear-tests were particularly quick and correct, and the other branches of work were quite up to a high standard. The senior choral class gave an excellent rendering of Felicien David's cantata, *The Desert*. I have heard on previous occasions better voices amongst the men, but I have never had a more satisfactory examination, taken all round. This college must be rather lucky in receiving men who at least are capable of learning music if they do not already possess musical knowledge; the teacher of music told me that out of the 450 or 500 men that he had prepared for examination during the last 15 years only three had to be withdrawn as hopelessly incapable.

YORK.—Mr. McNaught reports :—

"Great facility characterised the performance of the note and time-tests. The pace was too fast for some. It seemed not possible to restrain them without confusing them. I strongly recommend the teacher to persuade students to adopt a slow pace in their private practice. A fair but not irreproachable list of songs had been prepared, and many were sung with good voice and feeling. A selection of choruses from *Antigone* was excellently rendered."

TRAINING COLLEGES FOR MISTRESSES.

BISHOP'S STORTFORD.—The students showed a little want of smartness in their work, but they had received a very sound training and passed with great credit. Amongst several who played the pianoforte one distinguished herself by her admirable accompaniments. Two others played the organ meritoriously. The junior choral class sang part songs by Abt, Hatton, Battison Haynes, and Macfarren; the senior class gave a spirited and tasteful rendering of Fowles' cantata, *The Harvest Queen*. The result all round was highly satisfactory.

BRIGHTON.—The result of the examination was highly satisfactory. The individual examination showed careful preparation in every branch. The only fault that could be found was that too many of the students were anxious to play accompaniments to the songs, and not all were quite equal to the task; I pointed this out to the teacher. The junior students sang trios and other concerted pieces admirably, with good attack, good taste, and clear pronunciation. The seniors gave Macfarren's cantata, *Songs in a Cornfield*, very creditably indeed. The students are taken through a course of exercises on voice-production.

BRISTOL.—Results highly satisfactory. The students had been most thoroughly and carefully prepared in every branch. The selection of songs might have been better, but I had not much to complain of on this score. The seniors sang Abt's cantata, *The Star of Hope*, charmingly, with much taste and grace. The juniors sang some part songs excellently. I congratulated the Principal and teacher of music on the efficient condition of the musical training in the college.

CHELTENHAM.—There had been a good deal of absence from musical practice owing to colds and sore throats, but nevertheless the students passed a satisfactory examination. There might have been more facility in beating time, and more readiness in applying the movable *doh*; but, speaking generally, the work had been carefully prepared. The choral classes sang some *solfeggi* by Concone, and a short selection from Mendelssohn's *Elijah*.

CHICHESTER.—On the whole the result was satisfactory, but I was sorry to find some students presented for examination who should not have wasted their time in attempting to prepare for it. As a set-off to this, many of the students had musical taste and ability above the average. Some, or rather, the majority of the songs, were sung with considerable feeling. The senior choral class gave a most creditable performance of Prout's cantata, *Queen Aimée*, the more creditable because it is not easy to train such a small number of students as 20 to sing difficult three-part music with broad effects. The juniors sang several two-parts songs by Schumann quite charmingly.

DARLINGTON.—The work done here was in all respects excellent; the songs were nicely sung, and the *vivâ voce* answers were smart and good. A few of the songs were unworthy of the company they were in; but no doubt another year will find them relegated to their proper sphere of society. The choral classes sang Roeckel's cantata, *The Fisher Maidens*, and also some part songs with great taste; the musical training the students receive here is undoubtedly admirable.

Mr. McNaught reports:—

"The students showed fair facility in applying the syllables on the system employed, viz., *movable doh*. The beating of time was good in the time exercises but not so good when time and tune were combined. The minor mode

had been carefully practised. The name *fe* was usually used for the sharp sixth. It would be well for students to be accustomed to the alternative name *bay* because it is the sol-fa name most used for this scale note. The songs were not all good but they were all well sung."

DERBY.—"There were some strong points in this examination. The six-eight time was particularly good and the ear exercises were well answered. On the other hand the syllables were not at all fluently applied to the staff, and the minor mode was very imperfectly understood, and the beating of time was often not satisfactory. The choral performances were really excellent. The students combined with friendly tenors and basses to produce *God thou art great* (Spohr)—a difficult work—and *The Daughter of Jairus* (Stainer)."

DURHAM.—The work was generally up to a fair standard, the ear tests I thought rather above the average. A capital selection of songs was presented, and they were with a few exceptions nicely sung. The programme of the performances by the choral classes was almost too bountiful; it included two cantatas, a pianoforte solo, a violin solo, and several songs and part-songs. The cantatas were Pergolesi's *Stabat Mater*, and C. H. Lloyd's *Harvest*. On the whole the performance was highly creditable, although I thought the singers might have thrown out their voices with more fullness and sonority in the *forte* passages. But a combination of nervousness and colds helped to produce this result.

EDGEHILL.—I found great variation in the work done: some students were much above the average, some only passed with difficulty. There were amongst them several meritorious pianists, and some had exceedingly good voices. On the whole the result was quite satisfactory. The juniors sang some part-songs very sweetly, and the seniors, after giving two *Canons* by Reinecke, rendered Bendall's cantata *The Lady of Shalott*, with great taste and spirit.

Mr. McNaught reports:—

"The students I examined were fairly up to their work. The songs were sometimes performed with excellent taste. The beating of time was not done with assurance. The cantata was sung admirably notwithstanding its difficulties."

GRAY'S INN ROAD.—The performance of both the choral classes wa deserving of the highest praise, the juniors gave part-songs by Schumann and others, the seniors C. H. Lloyd's cantata *The Gleaner's Harvest*. The result of the individual examination was not equally satisfactory, there was considerable hesitation in the sight reading, and time-beating tests, and the songs were not performed as well as might have been expected. We had a conversation with the Principal and Musical Instructor on the subject.

Mr. McNaught reports:—

"The strong point of the work of this college is the choral performance, which is simply excellent. The instructor must have great difficulty in preparing so large a number of students (there were 73 in the second year) for individual examination. It was not to be wondered at, that there were weaknesses in the sight singing and ear work."

"LINCOLN.—The result attained here is the high water mark of my experience of training college work. Every student had been carefully trained in every detail. Time and great skill had been lavished upon the students to enable them to develope their utmost capacity. The songs were performed with scrupulous care and with intelligent expression and the selection was altogether irreproachable. The students combined gave a most enjoyable

performance of Smart's beautiful cantata *King René's Daughter*. This college is very fortunate in enjoying the services of two music teachers who work together with great loyalty and ability."

Liverpool (Mount Pleasant).—The work was quite up to the usual high standard of this college. I thought the reading of the joint tests of Time and Tune above the average. In every branch were proofs of most careful preparation. The performance of the choral classes was particularly creditable. The programme included Von Holten's Toy Symphony, motets by Lanza (*Alma Virgo*) and Verdussen (*Maria Mater Gratiæ*), amongst many other interesting numbers.

Mr. McNaught reports:—

"The students were admirably prepared in all points. Some had not much capacity, but even in their cases individual training had accomplished a good result. The choral performances were excellent. The order and smoothness of all the arrangements were a striking tribute to the discipline of this great establishment."

"Norwich.—The second year students were not a good set musically, and various circumstances had combined to hinder their musical training. The results, therefore, on this occasion were, I am sorry to report, not altogether satisfactory. The students stumbled a good deal in sight reading. Their industry told better in the time exercises which were sung with fair evenness, especially those in six-eight time. A good selection of songs had been prepared. Some part songs were sung with good taste and precision."

Oxford.—The students were an exceptionally good set; many of them possessed real musical ability. Five of them were excellent accompanists. Under such circumstances a high standard of work was inevitable: all but two took full marks. The choral class consisting of both senior and junior students, sang a selection of part-songs by Abt, Raff, Schumann, and Smart, quite charmingly: the rendering of Schumann's *Gipsy Life* was simply admirable.

Ripon.—On the whole the result of the examination was highly satisfactory; with the exception of a little hesitation in answering the ear-tests the work was up to a good level throughout. The junior choral class sang a duet by Handel, *Welcome is the dawn of day* excellently. The seniors gave Hofmann's cantata, *Song of the Norns* most charmingly; the many vocal difficulties with which the work abounds were mastered with ease, and the students showed a taste and feeling deserving the greatest praise. Much credit is due to their zealous and experienced teacher for the manner in which this cantata was given.

Saffron Walden.—The students had been carefully prepared in all branches of their work, and I was much pleased with the result of the examination. The selection of songs was all that could be desired, and they were often sung with considerable taste. The combined choral class (senior and junior students) gave an excellent rendering of Abt's cantata, *Springtime*, the classes also sang separately part-songs by Fischer and Muhling. I met the Committee and reported the result of the examination.

Salisbury.—The students had been carefully and soundly prepared although several did not do justice to themselves owing to nervousness. Perhaps the ear tests might have been more smartly and correctly answered, and, I think, too many were allowed to appear as accompanists; some of them had evidently not found time to prepare their work. The choral classes gave a charming open-air concert, which included the cantata by Myles B. Foster *The Angels of the Bells*,

Curschmann's trio, *Te prego, o padre eterno*, Wagner's chorus, *The Maiden's spinning*, Mendelssohn's trio, *Lift thine eyes*, and many other beautiful pieces, all of which were most creditably rendered under the able direction of the teacher of music.

SOUTHLANDS.—The individual examination was fairly satisfactory; the reading and beating of time might have been better. The choral classes sang excellently, the juniors who sang some part-songs by Smart, Schumann, and Leslie, were most promising; I have rarely heard a more rich and beautiful quality of tone. The seniors were hardly less deserving of notice for excellence of tone; they gave a performance of Smart's cantata, *King René's Daughter*, which was simply charming.

Mr. McNaught reports :—

"There was much to commend in this examination. The sight reading was fluent, the answers to ear tests fairly quick and correct, and the time exercises were satisfactory as to performance, if not as to beating. The part singing was, I think, the best I have ever heard in this college. It was a great pleasure."

STOCKWELL.—The greatest credit is due to the students for the admirable examination they passed; all branches of work were up to an equally high level. The choral classes were under some disadvantage owing to the absence of their conductor through illness. His absence was all the more regrettable as he had lately resigned his post as musical instructor to the college, and all present on the occasion would have been glad of the opportunity of acknowledging the value of his many years of labour among the students, and of expressing the regard and respect he has won by his kindness and earnestness. Mr. Gadsby leaves the college with the best wishes of all who have come in contact with him.

Mr. McNaught reports :—

"The retiring teacher seems to have determined that the last set of students that would come under his charge should keep up the reputation of the college. The individual work was well done all round. The part-singing, of course, suffered because of Mr. Gadsby's regrettable absence. One of the strongest points in the music examination at this college has been the selection of good songs for individual practice. It may be hoped that the tradition established will not fade under the new staff."

SWANSEA.—No better proof can be given of the efficiency of the students than to state that only seven out of 34 failed to obtain full marks. I cannot speak too highly of the admirable teaching the students had received. The seniors sang Lahee's cantata, *The Sleeping Beauty*, excellently, notwithstanding an occasional difficulty in maintaining the pitch of high recitations. The juniors sang part-songs by Schumann and Smart. Both sets fully maintained the reputation of the college for strong bright voices, and both sang with considerable feeling and taste.

TOTTENHAM.—The choral classes sang several part-songs with great taste; much attention had evidently been given to voice-production, and with the best results. The individual examination was, on the whole, satisfactory, but the ear and time tests were rather below the mark, I thought.

Mr. McNaught reports :—

"Notwithstanding the fact revealed by the individual examination that many of the students had only medium capacity, the collective singing was as full, rich, and expressive as one could wish. The song list was not immaculate, and the six-eight time was not satisfactory. The sight singing was pretty good."

TRURO.—A very satisfactory examination. I had to find fault on account of a little slowness in the answering of the ear tests, but the students generally named the right notes in spite of long excogitations. The fact that all the students played the pianoforte, more or less, may account for an occasional uncertainty in the application of the *moveable do;* players on instruments always find more difficulty in its application than those who have no "key-boards" in their minds. Among the students were two organists and one violinist, all deserved credit considering the short time which they had learnt. The seniors sang Ferris Tozer's cantata, *King Neptune's Daughter*, very tastefully and nicely, and the juniors (whose voices were very fresh and bright) gave three part-songs by Dr. Vincent.

WANDSWORTH.—Mr. McNaught reports :—

"The second year students were not a strong set musically. They had been taught with great care, and probably the result was the best that could be attained under all the circumstances. The minor mode work was weak, and the six-eight time uncertain. A good selection of songs had been prepared. The choral performances were excellent. I have never heard Schubert's, *The Lord is my Shepherd*, better sung."

WARRINGTON.—The work was up to the usual high standard of this college; the preparation showed no weak point. The excellent performance of the songs gave proof of both taste and skill in the students' training; in the majority of cases they were sung from memory. The concert which now supersedes in this college the private performance by the choral classes, consisted of a considerable portion of Mendelssohn's oratorio, *St. Paul.* Assisted by male soloists and chorus, and supported by a string-quartet, pianoforte, and harmonium, the students rendered the choruses with marked effect. The treble and alto *soli* parts were entirely sustained by second-year students, much to their credit. It might have been wiser to dispense with the band accompaniment to the recitatives, no branch of music presents greater difficulties to young singers, and also to orchestral accompanists (however experienced) if time for rehearsal is of necessity limited. On the whole, the rendering was most praiseworthy.

Mr. McNaught reports :—

"A first rate result all round. The students were fully prepared in all points. The songs were often admirably sung. The set concert given by the students and friends was most creditable to all concerned. Such an event must tend to impress students with the advantage of a musical education."

WHITELANDS.—The admirable singing of the choral classes gave promise of good results at the individual examination, a promise fully realised. The seniors sang Reinecke's cantata, *Little Snowdrop*, with the greatest taste and skill, and the juniors, though they sang simpler music (three part-songs) were not a whit behind in excellence of rendering. The students, separately sometimes, showed hesitation in sol-faing, and in the sight-reading of six-eight time; but as a set-off to this I thought the minor scale was better sung than usual, and the art of beating time had been carefully mastered. General result highly satisfactory.

Mr. McNaught reports:—

"The individual work was pretty generally well done. A good many students flinched at the tonic sol-fa bridge notes. The ear and sight tests were satisfactory without being fluent. The songs were good. The part-singing was excellent. It is very seldom that one hears the words in choral music so clearly sung as they are at the examinations of this college."

Training College for Masters and Mistresses.

HOMERTON.—The result of the examination was on the whole highly satisfactory. The songs were very carefully selected and tastefully sung. I only had one fault to find; the six-eight time had not received enough attention. The combined choral classes of senior and junior men and women (numbering in all about 80) gave a most creditable performance of a part of Mendelssohn's *Hymn of Praise*. At the close I spoke to the students about their work.

The Day Colleges.

Mr. McNaught reports:—

"CAMBRIDGE.—There were only three second year students to examine. No part singing was attempted even along with the somewhat more numerous first year students. The first year students alone sang several of Mendelssohn's two part songs with good effect. The musical training is in the hands of an excellent musician whose good taste and ability will, it may be hoped, produce a satisfactory result after the experience of the first examination."

"LEEDS.—There were seven second year students presented. The sight singing was on the whole good, a weakness in the minor mode being noticeable. Time was also good except in the six-eight time tests. The songs were well selected and generally well sung. Several four part songs were sung with satisfactory tone and expression. The illness of the teacher had interfered with the recent preparation for the examination."

"LIVERPOOL.—Thirteen second year students were presented. Not very much time is given during the year to practical music. The present teacher, an experienced professor at this work, has not long taught the students. The results, however, were very fair. It was clear that the students had worked carefully so far as they had gone. Six of the thirteen gained full marks. The songs were well selected and performed."

"KING'S COLLEGE.—Twenty-three second year students were presented. They were a very unequal set. It was evident that not enough time is spent over the study of practical music to secure a satisfactory result. In nearly all technical points the performance was generally poor. No blame can be justly attached to the teacher for this inefficiency. Many of the students were not gifted, and those that were had not given adequate attention in class or privately to the preparation."

"BIRMINGHAM.—Thirty-eight second year students were presented. The preparation here was fully adequate. The sight singing was often very good, the beating and singing of time exercises were fair. A good selection of songs has been made and many of these where performed with nice expression. The second year students sang a cantata *Springtime* (Franz Abt) with nice attack, good tone and expression. The first year students also sang separately and showed great promise. Altogether the music is being satisfactorily dealt with in this college."

"ABERYSTWITH.—Only three second year students were presented. This small set had been efficiently prepared for the individual work. The music training is in the hands of an experienced professor, who will no doubt be able to show his skill with the larger body (27) to be examined next year."

"CARDIFF.—The results here are surprisingly unequal. The male students showed great capability, singing the sight tests with confidence and fluency. But the female students seldom showed fluent acquaintance with notation. They repeatedly sought explanation of what should have been obvious, and hesitated and turned back with astonishing frequency. The songs were sometimes sung with taste and feeling, but the list was not a first rate one. Only two part-songs were sung by all the students."

"MANCHESTER.—The sight, time, and ear tests were not very well done. This inefficiency arises probably from the lack of time for practice. The songs formed a fair collection, but they were not always adapted to the singer's capacity. The performance of the part music was the most satisfactory feature of the examination."

"NEWCASTLE-ON-TYNE.—The results were a great improvement upon those attained last year. The subject had evidently been treated more seriously. The solfaing was generally good except when there were bridge notes to observe. The beating of time was fair. The song list contained many poor, or to say the least, inappropriate, compositions. I strongly recommended the teacher to firmly veto all such in future. Several of Mendelssohn's four-part songs were performed with good tone and precision."

"NOTTINGHAM.—The work here was excellent all round. The part singing was particularly good. The individual tests were generally attacked with the confidence and success of old stagers."

"SHEFFIELD.—Eleven second year students were presented. These had all been efficiently prepared by an experienced teacher. The songs were well selected and adequately sung. The first and second year students combined accomplished the feat of singing the whole of the cantata *The Angel of the Bells* (Myles B. Foster) from memory. The part singing was remarkably good."

I have the honour to be, &c.

JOHN STAINER.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX I.

Report by Mr. W. G. McNaught on the Papers worked at the Certificate Examination, Christmas, 1893.

First Year.

Staff Notation.—*Key Signatures.*—The question submitted sought to test knowledge of the number of sharps or flats essential to given keys, and, particularly, knowledge of the usual order of placing them on the staff. Most college students worked the question successfully. Those who erred failed in most cases to properly arrange the signatures on the bass clef. *Intervals.*—There is still a lamentable lack of uniformity in the use of terms to describe the width of intervals. It is much to be hoped that teachers in colleges and elsewhere will see fit to adopt the system which has recently been influentially advocated as being the nomenclature that presents the best chance of general acceptance. Many leading musicians and teaching and examining bodies have agreed to use and recommend this system. It is as follows:—

Interval Nomenclature Recommended.

Read from below upwards.

Perfect octave	C	D	E	F	G	A	B
Major 7th	B			E			
Minor 7th		C	D		F	G	A
Major 6th	A	B		D	E		
Minor 6th			C			F	G
Perfect 5th	G	A	B	C	D	E	
(1) Augmented 4th or tri-tone				(1) E			(2) F
(2) Diminished 5th							
Perfect 4th	F	G	A		C	D	E
Major 3rd	E			A	B		
Minor 3rd		F	G			C	D
Major 2nd	D	E		G	A	B	
Minor 2nd			F				C
	C	D	E	F	G	A	B

Intervals a semitone smaller than minor or perfect to be called *diminished.* Intervals a semitone larger than major or perfect to be called *augmented.*

Transposition.—This was generally well done. The faults were in the placing of the accidentals used in the question without regard to their influence on the notes of the answer. *Key Analysis.*—This was often found more difficult than it should have been, especially in view of the clearly defined keys of the passages given. As nearly all the staff notation sight reading in colleges and schools is on the *moveable do* system, which system ultimately stands or falls upon the readiness of the pupil in discovering keys, it is important that this point should be studied in the theoretical as well as in the practical course. *Bars and Time Signatures.*—The only difficulties experienced were owing to the confounding of crotchet and quaver rests. Probably this difficulty will never disappear until the German crotchet rest is fully adopted in this country. *Musical Terms.*—The questions were generally well answered. The terms *allegretto* and *accellerando* were sometimes misunderstood.

Tonic Sol-fa.—*Scale Construction and Intervals.*—The average tonic sol-faist can get along very well without knowing much about the formation of the scale. But no theoretical knowledge of music can be considered adequate that does not include the knowledge of the scale as an interlacing of intervals. This necessity is not recognised so fully as it should be by acting teachers

who enter for this examination, and by tonic sol-fa students in colleges Some of the difficulties experienced arise from the various interval-names employed. See above as to intervals in staff notation. *Pitch.*—The two questions under this head were mostly better worked than is usual with questions of this class. I think tonic sol-fa teachers should freely use the staff to stamp pitch details on the memory. *Notation of Time.*—This point is far more accurately and clearly attended to than it used to be. Some students attempt to write time-names with only partial knowledge. It should never be forgotten that the main use of time-names is for practical work, and unless they are learned *in practice* they will probably not be learned at all. *Musical Terms.*—See above, staff notation.

Second Year.

Staff Notation.—*Minor Scales and Signatures.*—The questions on these points were generally answered satisfactorily. Some students did not know the distinction between minor and major 6ths and 7ths. As the minor 6th and minor 7th are always shown without accidentals, and the major 6th and 7th always with accidentals, these details are really not difficult to remember. *Intervals.*—The remarks made under this head above will apply here. The augmented 6ths and the diminished 3rds were the intervals least understood. Students who depend exclusively on counting the number of semitones in an interval are very apt to confound these intervals with their easier looking enharmonic equivalents. *Transposition.*—The passage given was in the minor key, and accordingly was more difficult to transpose. Most of the candidates that attempted the answer did it fairly well. The faults were in the transference of accidentals *en bloc* from the question to the answer. *Key Analysis.*—All the passages given were in minor keys. This question was the most severe test of theoretical knowledge submitted in this year's paper. Many attempts were made to show that the passages were in major keys. It was evident that sufficient attention had not been given generally to the points that prove minor key tonality. *Time Notation, &c.*—Two of the four questions submitted gave trouble. The first asked for transcription from twelve-eight into four-four time. The second called for knowledge of syncopation. A good many candidates seemed to think that all continuations are syncopations. *Compass of Voices.*—The question given consisted of a short phrase, which had to be adapted to treble or alto voices. On the whole this was well done. *Musical Terms.*—The words and terms given were generally properly defined.

Tonic Sol-fa Notation.—*Minor Key or Mode.*—Some candidates showed confused knowledge of the meaning of the terms used to differentiate the varying details of the top tetrachord of the minor scale. As the *minor* 6th and 7th are both diatonic tones of the relative major key, and the *major* 6th and 7th are both chromatically raised notes, there is really not much to remember in this connexion. *Intervals.*—See remarks under this head above, first year. Many fairly advanced tonic sol-faists seem not to know that *la* is the flat of *lah*. *Re-writing on the Imperfect Method.*—This question was better answered than is usual with questions of this type. *Names of Chromatic Notes.*—Generally correctly written, except in the case of *lah* flat. *Time Notation.*—Four questions were asked under this head. The analytical questions were satisfactorily answered, the notation of thirds sometimes giving trouble. The re-writing from six-pulse into two-pulse measure, and the marking of syncopated notes, were not so satisfactorily dealt with. *Construction of Time Test.*—This question was successfully worked by a great number of candidates. Some failed to observe the conditions clearly laid down. *Compass of Voices.*—A passage given had to be adapted to treble or alto voices. As a rule the keys chosen were suitable, but many candidates did not show knowledge of the tonic sol-fa usage of octave marks in keys A and B. *Musical Terms.*—See above, staff notation.

APPENDIX II.

TABLE showing the PER-CENTAGE of MARKS obtained by CANDIDATES examined in PRACTICAL SKILL in MUSIC.

Men Students of the Second Year.

Training College.	Number of Candidates examined.	Per-centage of Marks obtained.
Bangor	29	96
Battersea	53	88
Borough Road	60	92
Carmarthen	29	87
Carnarvon	20	92
Chelsea	62	89
Cheltenham	43	89
Chester	51	92
Culham	45	93
Durham	34	83
Exeter	31	93
Hammersmith	15	90
Homerton	17	93
Peterborough	25	91
Saltley	48	90
Westminster	58	93
Winchester	29	95
York	30	92

Women Students of the Second Year.

Training College.	Number of Candidates examined.	Per-centage of Marks obtained.
Bishop's Stortford	32	96
Brighton	30	93
Bristol	41	91
Cheltenham	28	87
Chichester	16	89
Darlington	40	95
Derby	22	90
Durham	31	91
Edge Hill	47	89
Home and Colonial	73	92
Homerton	24	93
Lincoln	23	97
Liverpool	50	94
Norwich	27	86
Oxford	13	97
Ripon	29	93
Saffron Walden	26	93
Salisbury	39	92
Southlands	52	92
Stockwell	70	96
Swansea	34	97
Tottenham	50	90
Truro	18	92
Wandsworth	37	83
Warrington	49	96
Whitelands	84	89

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; EXPENDITURE in 1893; and NUMBER of STUDENTS in 1894.

DENOMINATION.	Original Cost of Buildings.			Amount of Expenditure for Year 1893.			Number of Students in 1894.					
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Committee of Council under Revised Code.	Balance from other Sources.	Total.	Resident.			Accommodation for		
							Men.	Women.	Total.	Men.	Women.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of England -	195,685 14 2	97,474 10 3	293,160 4 5	84,484 5 11	35,992 19 11	120,477 5 10	1,033	1,215	2,248	1,050	1,234	2,284
British - - -	40,425 9 7	12,203 7 6	52,628 17 1	19,105 2 10	9,552 1 0	28,657 3 10	201	334	535	200	334	534
Wesleyan - -	33,101 9 3	5,049 10 0	38,150 19 3	9,080 16 7	3,650 2 8	12,730 19 3	123	109	232	126	110	236
Roman Catholic - -	9,630 0 8	3,900 0 0	13,530 0 8	7,971 3 4	5,199 4 11	13,170 8 3	50	180	230	70	202	272
Undenominational -	- - -	- - -	- - -	5,750 10 7	2,511 16 4	8,262 6 11	34	174	208	38	245	283
Total -	278,842 13 8	118,627 7 9	397,470 1 5	126,391 19 3	56,906 4 10	183,298 4 1	1,441	2,012	3,453	1,484	2,125	3,609

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	TRAINING COLLEGE.	Number of Officers, including Principal.	Number denoting College on opposite Page.
CHURCH OF ENGLAND.	North Wales (Bangor), *Men*	7	1
	Cheltenham, *Men*	13	2
	" *Women*		
	Chichester, *Women*	7	3
	Home and Colonial, Gray's Inn Road, *Women*	21	4
	Peterborough, *Men*	7	5
	Tottenham, *Women*	12	6
	NATIONAL SOCIETY'S, at Battersea, *Men*	12	7
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Men*	11	8
	NATIONAL SOCIETY'S, at Whitelands, *Women*	12	9
	NATIONAL SOCIETY'S, at Carmarthen, *Men*	7	10
	DIOCESAN, at Bishop's Stortford (St. Alban's), *Women*	8	11
	DIOCESAN, at Brighton (Chichester), *Women*	7	12
	DIOCESAN, at Fishponds (Gloucester and Bristol and Oxford), *Women*	10	13
	DIOCESAN, at Chester, *Men*	11	14
	DIOCESAN, at Culham (Oxford), *Men*	9	15
	DIOCESAN, at Derby (Lichfield), *Women*	9	16
	DIOCESAN, at Durham, *Men*	9	17
	DIOCESAN, at " *Women*	9	18
	DIOCESAN, at Exeter, *Men*	9	19
	DIOCESAN, at Lincoln, *Women*	9	20
	DIOCESAN, at Norwich, *Women*	9	21
	DIOCESAN, at Oxford, *Women*	11	22
	DIOCESAN, at Salisbury, *Women*	11	23
	DIOCESAN, at Saltley (Worcester), *Men*	10	24
	DIOCESAN, at Truro (Exeter), *Women*	10	25
	DIOCESAN, at Warrington (Chester, Manchester, and Liverpool), *Women*	12	26
	DIOCESAN, at Winchester, *Men*	6	27
	DIOCESAN, at York (York and Ripon), *Men*	6	28
	DIOCESAN, at Ripon " *Women*	9	29
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, at Isleworth (Borough Road), *Men*	16	30
	" " at Stockwell, Surrey, *Women*	14	31
	" " at Bangor, *Men*	8	32
	" " at Darlington, *Women*	11	33
	" " at Saffron Walden, *Women*	10	34
	" " at Swansea, *Women*	7	35
	WESLEYAN, in Horseferry Road, Westminster, *Men*	11	36
	" at Southlands (Battersea), *Women*	11	37
	ROMAN CATHOLIC, at Hammersmith, *Men*	7	38
	ROMAN CATHOLIC, at Liverpool, *Women*	14	39
	ROMAN CATHOLIC, at Wandsworth, *Women*	9	40
	UNDENOMINATIONAL, at Edge Hill, *Women*	8	41
	" at Homerton, *Men*	10	42
	" " *Women*		
	Total	419	

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number denoting College on opposite Page.	Number of Students resident in February 1893.			Number who quitted the College at end of 1893.	Number of new Admissions 1894.	Number of Students resident in February 1894.			Accommodation for.	Passed for.
	Queen's Scholars.	Others.	Total.			Queen's Scholars.	Others.	Total.		
1	45	—	45	21	31	56	—	56	61	60
2	90	—	90	44	46	90	—	90	90	106
	60	—	60	28	26	60	—	60	64	60
3	33	—	33	19	17	29	3	32	34	29
4	141	—	141	68	69	141	—	141	141	140
5	50	—	50	26	26	50	—	50	50	52
6	102	—	102	52	53	102	—	102	102	104
7	107	—	107	56	54	107	—	107	108	118
8	117	—	117	64	64	117	—	117	119	126
9	143	—	143	79	76	144*	—	144	144	144
10	62	—	62	29	30	62	—	62	62	62
11	62	—	62	32	32	62	—	62	62	62
12	65	—	65	30	30	65	—	65	65	66
13	76	—	76	41	39	76	—	76	79	80
14	105	—	105	52	51	105*	—	105	107	112
15	90	—	90	46	45	88	—	88	93	100
16	44	—	44	22	22	44	—	44	44	44
17	70	—	70	34	36	71	—	71	71	71
18	64	—	64	31	33	65	—	65	65	70
19	63	—	63	31	32	64	—	64	64	64
20	40	—	40	23	22	40	—	40	40	40
21	60	—	60	28	32	63	—	63	63	63
22	27	—	27	12	15	27	—	27	27	27
23	79	—	79	39	38	79*	—	79	80	83
24	100	—	100	49	50	100	—	100	100	125
25	40	—	40	18	18	40	—	40	40	41
26	103	—	103	51	63	114	—	114	123	130
27	58	—	58	29	29	58	—	58	59	59
28	65	—	65	31	33	65	—	65	66	80
29	62	—	62	30	34	61	—	61	61	63
30	130	7	137	63	63	136*	5	141	141	140
31	131	2	133	67	66	137*	—	137	137	138
32	60	—	60	29	30	60	—	60	60	60
33	75	—	75	40	39	75*	—	75	75	75
34	52	—	52	26	26	52	—	52	52	52
35	70	—	70	34	34	70	—	70	70	70
36	123	—	123	58	60	123	—	123	126	140
37	109	—	109	54	55	109	—	109	110	111
38	52	—	52	16	18	50	—	50	70	70
39	111	—	111	56	54	106	—	106	110	126
40	92	—	92	44	28	74	—	74	92	92
41	92	—	92	42	52	102	—	102	102	102
42	34	—	34	17	17	34	—	34	38	38
	46	—	46	24	50	72	—	72	143	100
	3,400	9	3,409	1,685	1,738	3,445	8	3,453	3,609	3,695

* Including third year students:—Whitelands, 3; Chester, 1; Salisbury, 1; Borough Road, 6; Stockwell, 7; and Darlington, 1. Of these, two at Borough Road and one at Stockwell are taking the third year's training in France, and one student at Stockwell is taking a part of the third year in France.

(No. 2A.)

TABLE showing NUMBER of STUDENTS in DAY TRAINING COLLEGES and of DAY STUDENTS in RESIDENTIAL TRAINING COLLEGES IN FEBRUARY 1894.

Training College.	Number of Students.					
	Male.			Female.		
	Third Year.	Second Year.	First Year.	Third Year.	Second Year.	First Year.
DAY:—						
Aberystwith	1	8*	34	—	21*	15
Birmingham	—	—	—	—	43	45
Bristol	—	—	—	—	30	30
Cambridge	3	10	9	—	—	—
Cardiff	6	21	21	1	29	31
Leeds	4	14	7	—	—	—
Liverpool (University College)	11	7	4	—	—	—
London (King's College)	3	28	20*	—	—	—
„ (University College)	1	13	14	—	—	—
Manchester	17	15	17	—	8	12
Newcastle-on-Tyne	7	19	15	—	20	21
Nottingham	—	17	20	—	22	21
Oxford (University)	—	1	7	—	—	—
Sheffield	—	4	7	—	12	10
	53	157	175	1	185	185
RESIDENTIAL:—						
Edge Hill	—	—	—	—	5	3
Home and Colonial	—	—	—	—	6	5
Liverpool	—	—	—	—	—	1
Norwich	—	—	—	—	—	1
Oxford	—	—	—	—	3	—
Stockwell	—	—	—	—	5	10
Swansea	—	—	—	—	2	5
Whitelands	—	—	—	—	9	12
	—	—	—	—	30	37
Total	53	157	175	1	215	222

* Including one Private Student.

TABLE showing INCOME and EXPENDITURE.

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of TRAINING

	TRAINING COLLEGE.	No. denoting College on opposite page.	INCOME (Amounts					
			1. Grants from Committee of Council on Education.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations.	
			a. Under Revised Code.	*b.* From Science and Art Department.	*a.* Inalienable from the College by Law.	*b.* Alienable from the College at Discretion.	*a.* From Individuals.	*b.* From Diocesan Boards and other Charitable Bodies.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND	Battersea	1	5,294 18 2	283 10 0	- - -	- - -	26 13 0	562 0 0
	Bishop's Stortford	2	2,162 9 11	108 10 0	- - -	- - -	272 4 6	105 7 0
	Brighton	3	1,924 7 6	218 0 0	- - -	- - -	60 19 6	117 0 0
	Bristol	4	2,036 19 3	47 0 0	617 2 5	- - -	97 3 6	75 0 0
	Carmarthen	5	2,465 4 6	131 10 0	27 0 0	- - -	57 7 0	146 0 0
	Chelsea	6	5,725 17 10	329 0 0	- - -	48 12 9	56 4 6	730 0 0
	Cheltenham (*Men*)	7	3,610 4 0	184 10 0	130 15 6	- - -	94 0 0	148 0 0
	„ (*Women*)	8	1,825 7 6	77 0 0	130 15 6	- - -	24 15 0	58 0 0
	Chester	9	4,039 1 3	231 0 0	- - -	- - -	- - -	368 0 0
	Chichester	10	560 0 0 *60 0 0	81 0 0	- - -	- - -	64 3 0	37 0 0
	Culham	11	3,550 15 3	211 0 0	- - -	- - -	- - -	224 0 0
	Derby	12	1,540 0 0	58 10 0	- - -	- - -	130 10 10	196 0 0
	Durham (*Men*)	13	2,595 7 4	109 10 0	59 7 10	- - -	212 17 0	193 0 0
	„ (*Women*)	14	1,835 11 4	126 10 0	14 13 8	- - -	166 3 6	123 0 0
	Exeter	15	3,029 14 1	132 0 0	60 9 2	- - -	97 16 0	340 0 0
	Gray's Inn Road	16	4,879 14 0 *200 0 0	286 0 0	- - -	- - -	160 15 6	179 0 0
	Lincoln	17	1,369 11 9	77 10 0	278 5 0	- - -	- - -	38 0 0
	North Wales	18	2,126 8 8	72 0 0	- - -	- - -	146 7 0	88 0 0
	Norwich	19	2,045 0 0	86 0 0	- - -	- - -	336 3 0	214 5 0
	Oxford	20	941 0 0 *80 0 0	22 10 0	- - -	- - -	150 0 0	177 0 0
	Peterborough	21	2,365 7 1	117 10 0	- - -	- - -	103 2 0	101 5 0
	Ripon	22	2,155 10 0	35 0 0	- - -	- - -	22 9 0	355 0 0
	Salisbury	23	2,585 0 6	145 10 0	- - -	- - -	4 1 0	279 0 0
	Saltley	24	4,340 4 4	150 10 0	- - -	- - -	312 18 6	361 0 0
	Tottenham	25	3,430 0 0	189 10 0	- - -	- - -	- - -	500 0 0
	Truro	26	1,141 7 0	48 0 0	- - -	- - -	58 10 0	69 0 0
	Warrington	27	3,605 0 0	126 10 0	- - -	17 2 6	- - -	408 0 0
	Whitelands	28	5,211 10 0 *420 0 0	310 0 0	- - -	305 9 6	229 5 6	390 10 0
	Winchester	29	2,443 5 7	241 10 0	- - -	4 2 4	- - -	410 0 0
	York	30	2,889 9 1	203 0 0	- - -	- - -	- - -	258 0 0
BRITISH	Bangor	31	2,656 5 9	126 10 0	- - -	- - -	613 0 5	- - -
	Borough Road	32	5,547 14 3	356 10 0	- - -	- - -	- - -	433 4 7
	Darlington	33	2,279 15 1	89 0 0	- - -	4 7 7	24 16 6	- - -
	Saffron Walden	34	1,798 0 0	54 10 0	- - -	42 4 2	- - -	182 1 9
	Stockwell	35	4,662 0 0 *200 0 0	118 10 0	- - -	- - -	- - -	1,013 6 2
	Swansea	36	1,961 7 9	106 0 0	- - -	- - -	48 11 6	- - -
WESLEYAN	Southlands	37	3,462 3 6	125 10 0	- - -	- - -	- - -	650 0 0
	Westminster	38	5,618 13 1	289 0 0	- - -	- - -	- - -	838 0 0
ROMAN CATHOLIC	Hammersmith	39	2,139 10 10	110 10 0	- - -	- - -	- - -	353 8 11
	Liverpool	40	3,623 12 6	200 0 0	- - -	- - -	160 0 0	614 19 0
	Wandsworth	41	2,208 0 0	92 10 0	- - -	- - -	1,861 4 5	500 0 0
UNDENOMINATIONAL	Edge Hill	42	3,025 1 3 *200 0 0	139 10 0	- - -	- - -	23 13 0	- - -
	Homerton	43	2,525 9 4	177 10 0	- - -	- - -	124 0 6	- - -
	Totals		†126,391 19 3	6,425 0 0	1,318 9 1	421 18 10	5,739 15 2	11,825 7 5

* Scholarships to day students (Art. 127*b*).

† Under the New Code the grant due *for* a year cannot be determined until the accounts for the same year have been closed, audited, and returned to the Education Department. Instalments of grant are therefore paid in advance on the 1st March, 1st June, and 1st September (Art. 125*a*), and the balance (if any) as soon as possible after the close of the year (Art. 126*c*).

Paid in 1893.		Grant for 1893.	
Grant for 1892 - - - £26,643 19 3		Paid in 1893 - - - £99,748 0 0	
„ 1893 - - - 99,748 0 0		„ 1894 - - - 25,914 18 7	
Total - - - £126,391 19 3		Total - - - £125,662 18 7	

Colleges, in the Year ended 31st December 1893.

actually received during the Year).

No. denoting College on opposite page	4. Fees of Students. *a.* Paid by themselves or their Relatives.	4. Fees of Students. *b.* Paid by Private Patrons.	5. Exhibitions. *a.* Permanently established.	5. Exhibitions. *b.* This Year, but not sure to be renewed.	6. Collections in Churches and Chapels.	7. From Students for Books sold to them.	8. From other Sources.	9. Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	866 5 0	- - -	- - -	- - -	- - -	284 18 7	- - -	7,318 4 9
2	339 0 0	- - -	- - -	- - -	3 3 0	151 3 8	- - -	3,141 18 1
3	495 0 0	- - -	- - -	- - -	- - -	185 4 6	- - -	3,000 11 6
4	358 2 6	- - -	- - -	- - -	- - -	93 14 11	- - -	3,325 2 7
5	500 15 0	- - -	- - -	- - -	- - -	129 12 11	14 16 6	3,472 5 11
6	1,011 15 0	- - -	40 0 0	- - -	79 16 5	215 15 10	5 0 0	8,232 2 4
7	772 16 0	- - -	- - -	- - -	6 0 0	173 15 4	- - -	5,130 0 10
8	441 0 0	- - -	- - -	- - -	- - -	111 15 0	2 19 8	2,671 12 8
9	691 0 0	- - -	- - -	- - -	- - -	275 16 8	18 16 9	5,623 14 8
10	609 0 0	- - -	13 3 6	1 1 0	- - -	- - -	- - -	1,425 7 6
11	696 3 0	- - -	- - -	- - -	- - -	189 5 11	- - -	4,871 4 2
12	230 10 0	- - -	- - -	- - -	- - -	90 17 5	5 14 2	2,252 2 5
13	520 0 0	- - -	- - -	- - -	- - -	88 18 3	- - -	3,779 0 5
14	404 10 0	- - -	- - -	- - -	- - -	156 5 7	12 14 0	2,839 8 1
15	404 15 6	- - -	- - -	- - -	- - -	- - -	- - -	4,064 14 9
16	1,127 10 0	- - -	- - -	- - -	- - -	379 0 11	- - -	7,212 0 5
17	332 15 0	- - -	- - -	- - -	- - -	11 8	- - -	1,996 13 5
18	360 0 0	- - -	- - -	- - -	2 14 4	99 0 0	7 10 1	2,902 0 1
19	331 0 0	- - -	- - -	- - -	36 16 4	124 12 6	11 3 3	3,185 0 1
20	340 0 0	- - -	- - -	- - -	- - -	91 16 2	- - -	1,802 6 2
21	492 8 0	- - -	- - -	- - -	- - -	94 15 5	- - -	3,274 7 6
22	283 15 0	- - -	- - -	- - -	- - -	222 13 10	- - -	3,074 7 10
23	494 0 0	- - -	- - -	- - -	- - -	166 18 1	- - -	3,674 9 7
24	743 10 0	- - -	- - -	10 0 0	2 7 3	195 15 10	3 9 0	6,119 14 11
25	642 10 0	- - -	- - -	- - -	- - -	259 16 2	11 3	5,022 7 5
26	229 2 0	- - -	- - -	- - -	- - -	26 15 0	15 5	1,573 9 5
27	536 0 0	- - -	- - -	- - -	- - -	266 3 2	44 10 1	5,003 5 9
28	879 0 0	- - -	- - -	- - -	- - -	592 15 10	102 10 0	8,441 0 10
29	410 0 0	- - -	- - -	- - -	- - -	125 0 0	9 10 0	3,643 7 11
30	470 0 0	- - -	- - -	- - -	- - -	19 7 9	- - -	3,839 16 10
31	525 4 0	- - -	- - -	- - -	40 10 1	87 6 1	1 3 1	4,049 19 5
32	1,370 0 0	426 12 1	- - -	- - -	- - -	83 14 7	10 7 2	8,228 2 8
33	700 0 0	- - -	- - -	- - -	- - -	140 5 4	1 6 10	3,239 11 4
34	520 0 0	- - -	- - -	- - -	- - -	128 16 5	6 4 4	2,731 16 8
35	1,380 0 0	82 15 0	- - -	- - -	- - -	241 12 3	1 1 1	7,699 4 6
36	567 0 0	- - -	- - -	- - -	- - -	97 12 8	19 4 4	2,799 16 3
37	602 0 0	- - -	- - -	- - -	- - -	56 16 6	- - -	4,896 10 0
38	992 5 0	- - -	- - -	- - -	- - -	92 17 2	- - -	7,830 15 3
39	130 0 0	- - -	- - -	- - -	- - -	73 13 7	- - -	2,797 3 4
40	179 10 0	- - -	- - -	- - -	- - -	220 3 3	14 14 4	5,012 19 1
41	130 0 0	- - -	- - -	- - -	- - -	93 5 10	- - -	4,875 [illegible] 3
42	952 10 0	- - -	- - -	- - -	- - -	274 3 10	27 10 10	4,642 7 11
43	816 5 0	- - -	- - -	- - -	- - -	143 18 5	191 4 3	3,978 7 6
	24,756 16 0	509 7 1	53 3 6	11 1 0	171 7 5	6,546 11 10	512 16 5	184,683 13 0

(No. 3—*continued.*)—Table showing the Income and Expenditure of Training

	TRAINING COLLEGE.	No. denoting College on opposite page.	EXPENDITURE (Amount							
			1. Salaries of Teachers and Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postage, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.	Battersea	1	1,992 5 0	790 8 5	8 0 0	2,336 10 9	350 8 5	475 10 4	272 11 3	80 0 0
	Bishop's Stortford	2	912 15 4	166 18 5	81 14 6	819 10 4	- -	105 11 8	199 6 5	59 3 6
	Brighton	3	984 8 6	242 0 0	23 3 5	814 7 5	8 4 11	105 5 3	124 18 10	40 7 4
	Bristol	4	871 11 3	179 16 6	49 12 7	903 2 6	28 6 1	183 16 9	199 16 2	51 2 7
	Carmarthen	5	1,232 10 0	328 8 8	60 19 5	1,015 6 0	- -	158 4 6	146 12 4	40 0 0
	Chelsea	6	2,323 10 7	464 15 3	98 2 1	2,298 15 1	395 4 10	367 15 5	523 1 1	167 16 2
	Cheltenham (*Men*)	7	1,747 10 0	486 16 9	73 14 8	1,437 1 7	187 6 5	246 2 7	183 0 3	77 5 6
	„ (*Women*)	8	777 10 0	272 2 1	44 16 10	572 15 4	113 11 6	161 6 0	126 0 7	62 9 5
	Chester	9	1,729 3 0	506 16 10	98 8 7	1,669 7 8	232 13 8	245 12 9	168 0 2	70 7 4
	Chichester	10	425 0 0	25 2 8	12 5 6	521 2 4	59 12 0	103 14 6	135 9 6	20 0 0
	Culham	11	1,085 1 6	455 19 6	44 8 3	1,763 13 10	224 12 3	261 12 4	179 12 10	56 1 2
	Derby	12	745 10 0	218 1 2	56 12 10	539 19 9	103 11 10	73 15 0	84 4 5	31 17 11
	Durham (*Men*)	13	1,088 0 6	144 6 0	52 3 10	1,197 0 1	207 10 9	141 3 9	166 8 11	35 5 10
	„ (*Women*)	14	838 1 2	285 10 11	49 9 4	773 0 7	11 17 5	117 18 7	114 19 6	42 12 9
	Exeter	15	1,184 4 0	118 7 1	33 7 10	1,353 3 3	124 18 3	236 8 0	202 5 1	44 14 0
	Gray's Inn Road	16	2,260 6 8	546 7 10	117 2 2	1,629 17 0	424 17 3	344 1 0	269 18 8	74 16 8
	Lincoln	17	962 10 0	84 15 1	9 6 8	606 5 7	- -	200 14 1	103 15 9	24 11 3
	North Wales	18	987 10 0	225 0 8	48 1 9	926 15 8	94 9 5	131 14 6	141 8 8	20 0 0
	Norwich	19	1,023 15 0	191 3 6	23 3 11	841 8 5	160 19 6	137 15 4	250 13 11	35 8 3
	Oxford	20	454 10 0	107 4 2	7 14 2	367 12 7	86 13 6	66 12 0	73 6 6	34 18 2
	Peterborough	21	820 0 0	172 18 5	38 0 2	991 7 2	120 2 3	168 9 6	165 6 1	32 19 8
	Ripon	22	911 18 7	290 12 0	74 6 7	838 17 9	- -	172 1 10	167 5 2	38 0 10
	Salisbury	23	1,117 10 0	234 4 0	64 2 8	1,096 16 10	118 15 9	163 7 2	190 12 1	77 13 5
	Saltley	24	2,075 2 3	514 7 9	157 16 0	1,779 17 2	241 13 2	254 9 7	216 12 6	40 18 2
	Tottenham	25	1,596 14 6	416 5 11	95 7 8	1,273 17 11	270 5 11	200 0 0	186 0 7	60 0
	Truro	26	545 3 10	74 14 1	42 4 5	467 19 6	14 11 5	83 8 0	69 15 0	26 16
	Warrington	27	1,390 13 3	491 11 8	136 5 8	1,074 5 1	189 1 7	117 4 0	198 8 9	75 7 8
	Whitelands	28	2,038 13 6	841 7 7	96 15 5	1,664 14 4	407 4 9	326 7 9	360 10 10	90 17 3
	Winchester	29	1,177 1 2	288 13 8	5 15 0	1,338 0 11	135 18 11	144 10 0	143 11 10	14 14 7
	York	30	1,264 10 0	143 0 3	21 4 6	1,393 14 7	- -	266 7 2	174 12 8	31 18 5
BRITISH.	Bangor	31	1,469 10 9	234 0 0	63 9 6	1,079 2 4	74 1 6	135 10 0	129 16 5	34 6 5
	Borough Road	32	2,825 0 3	290 10 6	192 10 6	2,594 11 7	309 12 10	335 10 3	310 10 3	70 10 2
	Darlington	33	1,105 4 9	259 4 0	36 17 11	803 19 4	88 18 4	125 10 11	165 19 6	40 5 2
	Saffron Walden	34	915 6 6	193 7 4	72 14 3	706 0 3	47 16 5	110 8 10	180 16 3	24 11 5
	Stockwell	35	2,456 16 6	477 16 2	201 19 3	2,216 9 2	98 0 7	234 0 4	412 5 5	95 3 0
	Swansea	36	945 16 0	240 6 11	63 18 3	738 11 3	47 0 3	92 1 6	94 4 9	36 12 4
WESLEYAN	Southlands	37	1,510 0 6	317 10 6	77 5 1	1,376 13 11	221 12 0	217 7 5	247 18 1	61 10 10
	Westminster	38	2,316 7 3	546 3 2	92 16 0	2,365 2 1	253 8 2	422 12 7	448 14 8	136 12 4
ROMAN CATHOLIC	Hammersmith	39	904 4 6	272 1 3	20 19 9	1,149 18 3	- -	120 0 0	156 16 2	20 0 0
	Liverpool	40	922 16 0	263 13 10	23 15 0	1,877 7 6	165 7 6	150 0 0	142 15 0	44 17 0
	Wandsworth	41	646 4 0	212 1 6	10 13 3	1,702 13 4	159 12 6	157 0 0	150 3 5	20 6 5
UNDENOMINATIONAL	Edge Hill	42	1,062 0 0	499 8 2	97 15 4	1,242 9 6	- -	258 17 9	209 17 11	74 14 4
	Homerton	43	1,333 12 0	178 6 11	164 6 11	777 17 7	158 17 9	193 11 3	185 0 6	40 15 9
	Totals		54,975 18 7	13,292 7 1	2,843 7 5	52,937 3 1	5,936 19 7	8,313 10 2	8,373 4 8	2,258 9 7

Colleges, in the Year ended 31st December 1893—*continued.*

actually disbursed during the Year).

No. denoting College on opposite page.	9. Replacement of Furniture and Repairs to Buildings and Cleaning.	10. Rent, Rates, Taxes and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Cost of Training.	14. Deduct proportionate Cost of Training of Students.	15. Deduct Cost of Instruction in Science and Art Subjects.	16. Approved Expenditure.	Other Payments included in College Balance Sheets. 17. Net Cost of Practising School.	18. Expenditure inadmissible under Art. 125a.	19. Total Expenditure of College.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	724 3 5	535 2 4	17 19 0	- -	7,582 18 11	- -	240 13 9	7,342 5 2	- -	15 0 0	7,597 18 11
2	351 7 6	70 7 11	81 2 10	3 3 0	2,851 1 5	- -	108 10 0	2,742 11 5	97 9 0	60 14 3	3,009 4 8
3	366 12 10	102 6 11	9 15 6	- -	2,821 10 11	- -	218 0 0	2,603 10 11	- -	70 3 0	2,891 13 11
4	240 6 8	161 17 0	40 8 3	- -	2,909 16 4	- -	47 0 0	2,862 16 4	- -	902 8 9	3,812 5 1
5	288 19 10	50 5 2	75 0 10	15 6	3,397 2 3	- -	131 10 0	3,265 12 3	4 4 3	1 0 4	3,402 6 10
6	924 6 11	260 19 5	116 18 1	*58 10 0	7,999 14 11	- -	339 9 1	7,660 5 10	- -	165 19 11	8,165 14 10
7	342 8 2	189 17 5	32 2 11	- -	5,003 6 3	- -	184 10 0	4,818 16 3	74 9 9	- -	5,077 16 0
8	251 1 2	83 0 7	7 13 5	- -	2,472 6 11	- -	77 0 0	2,395 6 11	30 0 0	6 6 0	2,508 12 11
9	812 18 1	111 19 2	76 18 11	- -	5,722 6 2	- -	231 0 0	5,491 6 2	- -	- -	5,722 6 2
10	87 19 0	55 2 2	48 1 7	2 7 6	1,495 16 9	- -	81 0 0	1,414 16 9	- -	{75 0 0 †60 0 0}	1,630 16 9
11	491 3 9	77 8 6	30 12 1	- -	4,670 6 0	- -	209 11 6	4,460 14 6	- -	- -	4,670 6 0
12	260 12 1	69 13 0	16 5	- -	2,184 14 5	- -	58 10 0	2,126 4 5	- -	98 0 6	2,282 14 11
13	582 12 11	151 6 9	89 2 2	- -	3,855 1 6	- -	109 10 0	3,745 11 6	- -	18 10 6	3,873 12 0
14	187 9 0	138 7 5	19 11 6	- -	2,578 18 2	- -	126 10 0	2,452 8 2	- -	66 0 0	2,644 18 2
15	487 12 6	112 17 1	100 4 0	- -	3,998 1 1	- -	132 0 0	3,866 1 1	- -	82 2 11	4,080 4 0
16	722 5 4	532 16 4	2 17 6	- -	6,925 6 5	- -	277 13 8	6,647 12 9	- -	{93 9 10 †200 0 0}	7,218 16 3
17	225 3 2	27 15 11	- -	*6 17 9	2,251 15 3	- -	80 0 0	2,171 15 3	- -	43 0 5	2,294 15 8
18	250 19 0	101 2 10	- -	- -	2,927 2 6	- -	72 0 0	2,855 2 6	- -	- -	2,927 2 6
19	257 1 6	201 15 7	- -	- -	3,123 4 11	- -	86 0 0	3,037 4 11	7 10 0	9 15 8	3,140 10 7
20	115 7 4	180 7 0	27 7 4	- -	1,521 12 9	- -	22 10 0	1,499 2 9	- -	†80 0 0	1,601 12 9
21	145 19 6	100 17 7	6 1 4	8 3 6	2,770 5 2	- -	117 10 0	2,652 15 2	- -	23 4 6	2,793 9 8
22	207 1 11	59 5 8	40 9 10	12 15 0	2,812 15 2	- -	35 0 0	2,777 15 2	126 9 5	18 15 6	2,958 0 1
23	381 17 6	120 3 6	71 11 0	- -	3,636 13 11	- -	145 10 0	3,491 3 11	48 11 4	- -	3,685 5 3
24	258 12 2	244 12 11	7 12 2	5 2 2	5,796 16 0	- -	150 10 0	5,646 6 0	206 16 6	247 0 0	6,250 12 6
25	471 14 2	300 5 6	68 6 8	- -	4,938 18 10	- -	161 14 6	4,777 4 4	- -	48 17 6	4,987 16 4
26	154 0 0	25 1 6	17 14 0	- -	1,521 8 4	- -	48 0 0	1,473 8 4	- -	2 2 0	1,523 10 4
27	716 1 8	138 14 9	48 10 3	- -	4,576 4 4	- -	150 6 3	4,425 18 1	102 18 4	7 7 9	4,686 10 5
28	1,085 12 7	589 6 10	18 7 5	- -	7,519 18 3	- -	310 0 0	7,209 18 3	76 10 6	{211 4 0 †420 0 0}	8,227 12 9
29	268 1 10	62 9 0	18 1 0	- -	3,596 17 11	- -	285 10 5	3,311 7 6	- -	60 18 6	3,657 16 5
30	462 16 7	114 8 0	21 3 8	- -	3,893 15 10	- -	203 0 0	3,690 15 10	- -	34 6 5	3,928 2 3
31	276 11 6	95 0 7	54 14 6	5 6 3	3,651 9 9	- -	126 10 0	3,524 19 9	- -	589 9 10	4,240 19 7
32	748 9 3	382 18 1	63 15 5	25 0 0	8,148 19 1	348 19 11	421 7 8	7,378 11 6	- -	15 2 8	8,164 1 9
33	390 15 0	169 17 4	60 2 2	- -	3,246 14 5	- -	89 0 0	3,157 14 5	- -	- -	3,246 14 5
34	250 13 4	59 19 4	12 13 0	- -	2,574 6 11	- -	54 10 0	2,519 16 11	- -	85 13 11	2,660 0 10
35	745 3 7	386 1 2	63 4 1	- -	7,386 19 3	82 15 0	118 10 0	7,185 14 3	- -	†200 0 0	7,586 19 3
36	280 9 11	215 11 6	3 15 4	- -	2,758 8 0	- -	106 0 0	2,652 8 0	- -	- -	2,758 8 0
37	559 2 5	308 3 7	30 5 5	- -	4,927 9 9	- -	125 10 0	4,801 19 9	- -	- -	4,927 9 9
38	778 16 11	437 8 10	5 7 6	- -	7,803 9 6	- -	266 14 6	7,536 15 0	- -	- -	7,803 9 6
39	408 11 5	144 13 5	62 5 0	- -	3,259 9 9	- -	110 10 0	3,148 19 9	- -	- -	3,259 9 9
40	361 18 7	881 0 0	121 0 11	{7 12 0 55 2 6 5}	5,017 5 10	- -	200 0 0	4,817 5 10	- -	- -	5,017 5 10
41	604 12 9	756 9 3	19 4 6	*45 14 2	4,484 15 1	- -	92 10 0	4,392 5 1	- -	408 17 7	4,893 12 8
42	318 16 0	187 1 10	11 4 3	32 15 11	3,995 1 0	- -	139 10 0	3,855 11 0	- -	{227 9 3 †200 0 0}	4,422 10 3
43	186 6 0	182 8 2	12 15 6	- -	3,413 18 4	- -	160 13 8	3,253 4 8	- -	425 18 4	3,839 16 8
	18,032 14 9	9,176 6 10	1,614 17 3	269 5 3	178,024 4 3	431 14 11	6,451 5 0	171,141 4 4	774 19 1	5,278 19 10	184,073 3 2

* Chapel expenses.

† Payments to day students (Art. 127b).

(No. 4.) - - - - - -

TABLE showing how much of the COST of a STUDENT in each TRAINING

	TRAINING COLLEGE.	Number denoting College on opposite page.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE AND IN THE	
				Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.
				£ s. d.	£ s. d.
FOR MASTERS ONLY.	Bangor - - - - -	1	60	1,703 10 9	1,452 16 8
	Battersea - - - -	2	108	2,782 13 5	3,515 0 9
	Borough Road - - -	3	137	3,115 10 9	3,620 15 1
	Carmarthen - - - -	4	62	1,560 18 8	1,360 2 10
	Chelsea - - - - -	5	117	2,788 5 10	3,752 12 7
	Cheltenham - - - -	6	89	2,234 6 9	2,130 16 4
	Chester - - - - -	7	105	2,235 19 10	2,386 1 7
	Culham - - - - -	8	89	1,541 1 0	2,485 12 5
	Durham - - - - -	9	70	1,232 6 6	1,747 9 4
	Exeter - - - - -	10	63	1,302 11 1	1,961 8 7
	Hammersmith - - - -	11	51	1,176 5 9	1,446 14 5
	North Wales - - - -	12	45	1,212 10 8	1,314 8 3
	Peterborough - - - -	13	50	992 18 5	1,478 4 8
	Saltley - - - - -	14	100	2,589 10 0	2,533 10 7
	Westminster - - - -	15	123	2,862 10 5	3,626 9 10
	Winchester - - - -	16	58	1,465 14 10	1,776 16 3
	York - - - - -	17	65	1,407 10 3	1,866 12 10
			1,392	32,204 4 11	38,455 13 0
FOR MISTRESSES ONLY.	Bishop's Stortford - - -	18	62	1,079 13 9	1,183 11 11
	Brighton - - - - -	19	65	1,226 8 6	1,093 3 9
	Bristol - - - - -	20	76	1,051 7 9	1,366 4 1
	Cheltenham - - - -	21	60	1,049 12 1	1,036 2 10
	Chichester - - - -	22	33	450 2 8	839 18 4
	Darlington - - - -	23	75	1,364 8 9	1,224 13 3
	Derby - - - - -	24	44	963 11 2	833 8 11
	Durham - - - - -	25	63	1,123 12 1	1,060 8 10
	Edge Hill - - - -	26	89	1,561 8 2	1,785 19 6
	Gray's Inn Road - - -	27	141	2,806 14 6	2,743 10 7
	Lincoln - - - - -	28	40	1,047 5 1	935 6 8
	Liverpool - - - -	29	110	1,186 9 10	2,380 7 0
	Norwich - - - - -	30	60	1,214 18 6	1,426 5 5
	Oxford - - - - -	31	26	561 14 2	629 2 9
	Ripon - - - - -	32	59	1,202 10 7	1,216 5 7
	Saffron Walden - - - -	33	52	1,108 13 10	1,069 13 2
	Salisbury - - - -	34	79	1,351 14 0	1,647 5 3
	Southlands - - - -	35	109	1,827 11 0	2,125 2 3
	Stockwell - - - -	36	133	2,934 12 8	3,055 18 6
	Swansea - - - -	37	70	1,186 2 11	1,008 10 1
	Tottenham - - - -	38	101	2,013 0 5	1,990 4 5
	Truro - - - - -	39	40	619 17 11	662 10 6
	Wandsworth - - - -	40	91	858 5 6	2,189 15 8
	Warrington - - - -	41	103	1,882 4 11	1,654 7 1
	Whitelands - - - -	42	142	2,880 1 1	2,849 14 11
			1,923	34,552 1 10	38,007 11 3
FOR BOTH MASTERS AND MISTRESSES.	Homerton - - - -	43	80	1,511 18 11	1,356 2 10

* Includes in each case cost of instructing students in Science and Art subjects, for which grants are made

- - - - - - (No. 4.)

COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1893.

No. denoting College on opposite page.	DITURE UNDER THREE HEADS, AGGREGATE. Permanent Establishment Charges, &c. III.	Total.*	AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE. I.	II.	III.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	495 2 4	3,651 9 9	28 7 10	24 4 3	8 5 1	60 17 2
2	1,285 4 9	7,582 18 11	25 15 4	32 10 11	11 18 0	70 4 3
3	1,412 13 3	8,148 19 1	22 14 10	26 8 7	10 6 3	59 9 8
4	476 0 9	3,397 2 3	25 3 6	21 18 9	7 13 7	54 15 10
5	1,458 16 6	7,999 14 11	23 16 8	32 1 6	12 9 4	68 7 6
6	638 3 2	5,003 6 3	25 2 1	23 18 10	7 3 5	56 4 4
7	1,100 4 9	5,722 6 2	21 5 11	22 14 6	10 9 7	54 10 0
8	643 12 7	4,670 6 0	17 6 4	27 18 7	7 4 7	52 9 6
9	875 5 8	3,855 1 6	17 12 1	24 19 3	12 10 1	55 1 5
10	734 1 5	3,998 1 1	20 13 6	31 2 8	11 13 1	63 9 3
11	636 9 7	3,259 9 9	23 1 4	28 7 4	12 9 7	63 18 3
12	400 3 7	2,927 2 6	26 18 11	29 4 2	8 17 10	65 0 11
13	299 2 1	2,770 5 2	19 17 2	29 11 3	5 19 8	55 8 1
14	673 15 5	5,796 16 0	25 17 11	25 6 8	6 14 9	57 19 4
15	1,314 9 3	7,803 9 6	23 5 5	29 9 8	10 13 9	63 8 10
16	354 6 10	3,596 17 11	25 5 5	30 12 9	6 2 2	62 0 4
17	619 12 9	3,893 15 10	21 13 1	28 14 4	9 10 8	59 18 1
	13,417 4 8	84,077 2 7	23 2 9	27 12 6	9 12 9	60 8 0
18	587 15 9	2,851 1 5	17 8 3	19 1 10	9 9 7	45 19 8
19	501 18 8	2,821 10 11	18 17 4	16 16 5	7 14 5	43 8 2
20	492 4 6	2,909 16 4	13 16 8	17 19 6	6 9 7	38 5 9
21	386 12 0	2,472 6 11	17 9 10	17 5 5	6 8 10	41 4 1
22	205 15 9	1,495 16 9	13 12 10	25 9 0	6 4 9	45 6 7
23	657 12 5	3,246 14 5	18 3 10	16 6 7	8 15 5	43 5 10
24	387 14 4	2,184 14 5	21 18 0	18 18 10	8 16 3	49 13 1
25	394 17 3	2,578 18 2	17 16 8	16 16 8	6 5 4	40 18 8
26	647 13 4	3,995 1 0	17 10 11	20 1 4	7 5 6	44 17 9
27	1,375 1 4	6,925 6 5	19 18 1	19 9 2	9 15 1	49 2 4
28	269 3 6	2,251 15 3	26 3 8	23 7 8	6 14 7	56 5 11
29	1,450 9 0	5,017 5 10	10 15 9	21 12 9	13 3 9	45 12 3
30	482 1 0	3,123 4 11	20 5 0	23 15 5	8 0 8	52 1 1
31	330 15 10	1,521 12 9	21 12 1	24 3 11	12 14 6	58 10 6
32	393 19 0	2,812 15 2	20 7 8	20 12 4	6 13 6	47 13 6
33	395 19 11	2,574 6 11	21 6 5	20 11 5	7 12 4	49 10 2
34	637 14 8	3,636 13 11	17 2 3	20 17 0	8 1 5	46 0 8
35	974 16 6	4,927 9 9	16 15 4	19 9 11	8 18 11	45 4 2
36	1,396 8 1	7,386 19 3	22 1 4	22 19 6	10 10 0	55 10 10
37	563 15 0	2,758 8 0	16 18 11	14 8 1	8 1 1	39 8 1
38	935 14 0	4,938 18 10	19 18 7	19 14 1	9 5 4	48 18 0
39	238 19 11	1,521 8 4	15 10 0	16 11 3	5 19 6	38 0 9
40	1,436 13 11	4,484 15 1	9 8 8	24 1 3	15 15 9	49 5 8
41	1,039 12 4	4,576 4 4	18 5 6	16 1 3	10 1 10	44 8 7
42	1,790 2 3	7,519 18 3	20 5 8	20 1 4	12 12 2	52 19 2
	17,973 10 3	90,533 3 4	17 19 4	19 15 4	9 7 0	47 1 8
43	545 16 7	3,413 18 4	18 18 0	16 19 0	6 16 6	42 13 6

by the Science and Art Department (*see* column 1 of Income, and column 15 of Expenditure, Table 3).

(No. 4A.)

TABLE showing the INCOME and EXPENDITURE of DAY TRAINING COLLEGES in the YEAR ended 31ST JULY 1893.

INCOME.

Name of College.	No. of Students.		Grants from the Education Department.		Grants from the Science and Art Department.	Subscriptions or Donations.	Fees of Students.	Income from other Sources.	Total.
	Men.	Women.	(a.) For the Committee.	(b.) For the Queen's Scholars.					
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberystwyth	10	20	300 0 0	650 0 0	- - -	- - -	323 6 8	60 0 0	1,333 6 8
Birmingham	—	80	800 0 0	1,600 0 0	67 0 0	355 8 5	480 0 0	159 3 1	3,461 11 6
Bristol	—	30	300 0 0	600 0 0	- - -	- - -	300 0 0	32 0 0	1,232 0 0
Cambridge	13	—	130 0 0	325 0 0	- - -	- - -	- - -	- - -	455 0 0
Cardiff	37	52	893 0 0	1,971 0 0	33 0 0	- - -	895 0 0	- - -	3,792 0 0
Leeds	21	—	210 0 0	525 0 0	- - -	- - -	210 0 0	- - -	945 0 0
Liverpool	20	—	200 0 0	500 0 0	24 0 0	10 0 0	190 0 0	366 15 11	1,290 15 11
London, King's College	50	—	500 0 0	1,250 0 0	11 10 0	- - -	500 0 0	3 6	2,261 13 6
„ University College	11	—	116 0 0	291 0 0	- - -	- - -	- - -	- - -	407 0 0
Manchester	50	8	583 0 0	1,418 0 0	- - -	- - -	871 4 0	- - -	2,872 4 0
Newcastle	33	30	630 0 0	1,425 0 0	122 0 0	- - -	333 12 0	- - -	2,510 12 0
Nottingham	29	35	640 0 0	1,425 0 0	122 10 0	- - -	178 0 0	- - -	2,365 10 0
Oxford	1	—	10 0 0	25 0 0	- - -	- - -	- - -	- - -	35 0 0
Sheffield	9	23	320 0 0	685 0 0	- - -	250 0 0	137 0 0	1 7 9	1,393 7 9
Total	284	278	5,632 0 0	12,690 0 0	380 0 0	615 8 5	4,418 2 8	619 10 3	24,355 1 4

Expenditure.

Name of College.	Printing, Postage, Stationery, &c.	Salaries of Normal Master and Teachers.	Fees to College Professors.	Books and Stationery for Students.	Rent, Rates, and Taxes.	Fuel and Light.	Furniture, Repairs, and Cleaning.	Grants to Queen's Scholars.	Other Expenditure.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberystwyth - -	82 11 3	260 0 0	581 8 7	- - -	38 8 4	20 6 2	29 5 2	774 0 0	175 15 8	1,961 15 2
Birmingham - -	79 0 7	626 13 4	687 10 0	158 16 1	200 14 4	17 19 6	41 18 1	1,600 0 0	- - -	3,412 11 11
Bristol - -	142 18 1	224 2 6	- - -	- - -	67 15 0	12 11 9	182 5 4	600 0 0	5 8 6	1,235 1 2
Cambridge - -	- - -	130 0 0	- - -	- - -	- - -	- - -	- - -	325 0 0	1 5 0	456 5 0
Cardiff - -	159 1 1	640 0 0	1,556 17 11	83 1 5	222 16 0	45 2 0	188 4 5	1,971 0 0	50 0 0*	4,916 2 10
Leeds - -	21 14 1	328 0 0	216 0 0	2 1 0	- - -	- - -	25 14 6	525 0 0	10 19 4	1,129 8 11
Liverpool† - -	33 12 8	301 10 10	331 10 0	31 2 9	162 18 8	59 8 11	71 13 9	75 0 0	666 17 2	1,733 14 9
London, King's College	16 19 7	180 0 0	745 6 6	- - -	69 7 5	- - -	- - -	1,250 0 0	- - -	2,261 13 6
„ University College.	25 3 8	244 19 6	- - -	4 3 2	- - -	- - -	- - -	175 0 0	- - -	449 6 4
Manchester - -	8 3 0	393 0 0	1,110 3 0	- - -	- - -	- - -	- - -	1,418 0 0	109 3 0	3,038 9 0
Newcastle - -	83 18 11	570 0 0	346 15 1	- - -	- - -	- - -	79 5 0	1,425 0 0	10 10 0	2,515 9 0
Nottingham - -	12 3 7	370 16 8	320 0 0	2 19 1	210 19 9	- - -	- - -	1,425 0 0	2 5 0	2,344 4 1
Oxford - -	2 10 7	7 10 6	- - -	- - -	- - -	- - -	- - -	25 0 0	2 2 4	37 3 5
Sheffield - -	5 14 3	256 2 0	440 1 0	3 16 2	- - -	- - -	- - -	685 0 0	- - -	1,390 13 5
Total - -	673 11 4	4,532 15 4	6,335 12 1	285 19 8	972 19 6	155 8 4	618 6 3	12,273 0 0	1,034 6 0	26,881 18 6

* Exhibitions.

† Includes expenses of Hostel.

(No. 5A.)

SUMMARY of RESULTS of EXAMINATION of CANDIDATES for ADMISSION into TRAINING COLLEGES, and for the OFFICE of TEACHER, under ARTICLES 50 and 52, CODE 1893.

MIDSUMMER 1893.

	Presented for Examination.	Passed.				Failed.
		1st Class.	2nd Class.	3rd Class.	Total.	
Men - - - - - - - -	2,698	333	1,078	382	1,793	905
Women - - - - - - -	6,813	1,192	1,982	1,576	4,750	2,063
Total - - - - - -	9,511	1,525	3,060	1,958	6,543	2,968

(No. 5B.)

Summary of Results of Examination of Students in Training Colleges at Christmas, 1893.

ENGLAND AND WALES.

Men.

Training College.	THIRD YEAR.		SECOND YEAR.					FIRST YEAR.				
	Number presented for Examination.	Passed. 1st Division.	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.
Bangor	—	—	29	14	12	3	—	31	14	17	—	—
Battersea	—	—	56	38	16	2	—	51	29	20	2	—
Borough Road	—	—	60	30	27	3	—	68	54	14	—	—
Carmarthen	—	—	29	2	23	4	—	32	7	22	3	—
Carnarvon	—	—	21	5	16	—	—	23	8	12	3	—
Chelsea	2	2	62	32	30	—	—	52	43	8	1	—
Cheltenham	—	—	44	29	15	—	—	44	30	14	—	—
Chester	—	—	52	14	36	2	—	53	12	25	15	1
Culham	—	—	46	20	23	3	—	42	21	20	1	—
Durham	—	—	34	7	21	6	—	34	11	15	8	—
Exeter	—	—	31	5	20	6	—	32	6	20	6	—
Hammersmith	—	—	16	6	8	1	1	34	6	18	10	—
Homerton	—	—	17	7	7	3	—	17	11	6	—	—
Peterborough	1	1	25	9	13	3	—	24	7	15	2	—
Saltley	—	—	49	20	29	—	—	51	28	22	1	—
Westminster	—	—	58	40	17	1	—	63	47	16	—	—
Winchester	—	—	29	9	17	3	—	29	9	16	4	—
York	—	—	30	14	15	1	—	33	14	18	1	—
Total	3	3	688	301	345	41	1	713	357	298	57	1

(No. 5B.—*continued.*)

Summary of Results of Examination of Students in Training Colleges at Christmas, 1893—*continued.*

WOMEN.

Training College.	THIRD YEAR.		SECOND YEAR.					FIRST YEAR.				
	Number presented for Examination.	Passed.	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Bishop's Stortford	—	—	32	13	18	1	—	30	3	22	5	—
Brighton	—	—	30	24	6	—	—	35	6	28	1	—
Bristol	—	—	41	1	35	5	—	34	1	27	6	—
Cheltenham	—	—	28	5	23	—	—	32	12	19	1	—
Chichester	—	—	19	5	10	3	1	15	2	11	2	—
Darlington	—	—	40	15	24	1	—	35	5	30	—	—
Derby	—	—	22	15	7	—	—	22	4	17	1	—
Durham	—	—	31	8	20	3	—	31	2	23	6	—
Edge Hill	—	—	47	25	22	—	—	55	30	25	—	—
Home and Colonial	—	—	73	51	22	—	—	75	18	55	2	—
Homerton	—	—	24	8	15	—	1	22	8	13	1	—
Lincoln	—	—	23	10	12	1	—	17	7	9	1	—
Liverpool	—	—	54	32	22	—	—	54	25	25	4	—
Norwich	—	—	28	3	25	—	—	31	1	14	16	—
Oxford	—	—	13	5	8	—	—	15	1	11	3	—
Ripon	—	—	30	4	23	3	—	27	5	18	4	—
Saffron Walden	—	—	26	4	22	—	—	26	5	20	1	—
Salisbury	—	—	39	27	12	—	—	40	3	35	2	—
Southlands	—	—	53	24	29	—	—	55	14	38	3	—
Stockwell	1	1	71	55	16	—	—	69	53	14	2	—
Swansea	—	—	34	10	24	—	—	36	10	24	2	—
Tottenham	—	—	52	40	12	—	—	48	24	24	—	—
Truro	—	—	18	—	17	1	—	22	1	14	7	—
Wandsworth	—	—	44	10	26	8	—	43	4	19	20	—
Warrington	—	—	51	18	31	2	—	51	11	27	13	—
Whitelands	3	3	84	48	36	—	—	76	20	50	6	—
Total	4	4	1,007	460	517	28	2	996	275	612	109	—

(No. 6.)

Tabulated Results of Examination, Christmas, 1893.

Per-centage of Marks obtained in each Subject.

Male Students of the Third Year.

Training College.	Number examined.	Art of Teaching.	Teaching.	Number examined.	English Composition and Literature.	Statics and Dynamics.	Euclid and Trigonometry.	Algebra and Mensuration.	Languages.	
									Latin.	Greek.
Chelsea - - - -	2	81	73	1	—	65	55	78	77	25
Peterborough - - -	1	85	83	—	—	—	—	—	—	—
Total - - -	3	82	76	1	—	65	55	78	77	25

Female Students of the Third Year.

Stockwell - - - -	1	88	92	1	90	—	83	94	—	—
Whitelands - - -	3	82	90	3	82	—	78	45	—	—
Total - - -	4	84	91	4	84	—	79	57	—	—

(No. 6.—*continued.*)

Tabulated Results of Examination, Christmas, 1893—*continued.*

MALE STUDENTS OF THE SECOND YEAR.

Training College.	Number examined.	Teaching.	Reading and Repetition.	Spelling.	Penmanship.	School Management.	English.				Number examined.	Geography.	Number examined.	History.
							Number examined.	Grammar.	Number examined.	Composition.				
Bangor	29	75	72	98	66	59	29	62	29	58	6	55	6	61
Battersea	56	75	78	97	68	62	48	64	48	65	—	—	—	—
Borough Road	60	68	72	98	72	72	52	67	52	67	—	—	—	—
Carmarthen	29	74	72	97	76	60	28	61	28	61	—	—	—	—
Carnarvon	21	73	71	99	78	52	20	63	20	55	9	59	9	55
Chelsea	62	75	73	98	82	59	55	68	55	63	4	55	4	67
Cheltenham	44	73	76	98	76	65	43	64	43	66	—	—	—	—
Chester	52	70	71	97	75	59	51	59	51	55	—	—	—	—
Culham	46	70	73	98	76	60	45	60	45	62	2	64	2	85
Durham	34	73	71	97	76	55	34	64	34	64	—	—	—	—
Exeter	31	74	73	98	76	47	31	54	31	57	1	31	1	60
Hammersmith	16	75	79	97	77	66	15	64	15	58	—	—	—	—
Homerton	17	78	73	99	78	61	17	64	17	62	—	—	—	—
Peterborough	25	68	69	96	73	61	25	63	25	53	—	—	—	—
Saltley	49	72	75	98	70	62	48	60	48	59	—	—	—	—
Westminster	58	74	73	99	85	71	53	67	53	65	1	53	1	57
Winchester	29	74	73	98	80	66	29	61	29	59	1	49	1	37
York	30	70	70	97	77	68	30	62	30	65	—	—	—	—
Total	688	73	73	98	76	62	653	63	653	61	24	56	24	61

Tabulated Results of Examination, Christmas, 1893—*continued.*

Male Students of the Second Year—*continued.*

Training College.	Algebra and Mensuration.				Euclid.				Political Economy.		Music.		Languages.								Sciences. V.	
	Second Year Papers.		First Year Papers.		Second Year Papers.		First Year Papers.						Latin.		Greek.		German.		French.		Mathematics. Division II.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.*	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.*	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Bangor	25	67	4	38	25	70	4	43	—	—	29	94	6	51	—	—	—	—	13	79	—	—
Battersea	46	56	—	—	46	71	—	—	8	68	53	88	36	57	—	—	—	—	27	88	—	—
Borough Road	49	53	—	—	49	67	—	—	9	77	60	91	14	45	—	—	—	—	15	72	17	49
Carmarthen	28	44	—	—	29	59	—	—	—	—	28	84	—	—	—	—	—	—	—	—	—	—
Carnarvon	8	69	4	41	8	72	4	48	—	—	20	88	7	48	—	—	—	—	—	—	—	—
Chelsea	55	60	—	—	55	62	—	—	—	—	62	88	10	57	—	—	—	—	5	89	1	75
Cheltenham	40	58	3	36	40	68	3	52	22	73	42	90	2	71	—	—	—	—	1	77	—	—
Chester	44	53	—	—	44	65	—	—	3	66	51	90	2	67	—	—	—	—	—	—	—	—
Culham	34	55	9	38	34	65	9	37	21	71	45	90	3	45	—	—	—	—	8	84	2	59
Durham	34	51	—	—	34	62	—	—	—	—	34	80	22	35	2	36	—	—	11	70	—	—
Exeter	22	52	9	35	22	71	9	42	—	—	31	88	—	—	—	—	—	—	2	90	—	—
Hammersmith	15	41	—	—	15	61	—	—	—	—	15	86	1	80	—	—	—	—	1	94	—	—
Homerton	17	43	—	—	17	74	—	—	—	—	17	93	—	—	—	—	—	—	—	—	—	—
Peterborough	14	50	11	35	14	75	11	52	12	70	25	86	—	—	—	—	—	—	—	—	—	—
Saltley	48	46	—	—	48	60	—	—	25	70	48	88	10	57	—	—	—	—	12	88	—	—
Westminster	14	46	8	22	14	69	8	38	42	72	58	92	14	49	—	—	—	—	37	88	—	—
Winchester	20	45	9	35	20	72	9	40	—	—	29	92	—	—	—	—	—	—	2	82	—	—
York	30	48	—	—	30	67	—	—	—	—	30	89	—	—	—	—	—	—	—	—	—	—
Total	543	53	57	34	544	66	57	43	142	72	677	89	127	50	2	36	—	—	134	84	20	51

* After adjustment in accordance with the terms of the Syllabus.

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1893—*continued.*

Male Students of the Second Year—*continued.*

Training College.	V. Mathematics. Division I.		VIA. Theoretical Mechanics (Solids). Advanced.		VIA. Theoretical Mechanics (Solids). Elementary.		VIB. Theoretical Mechanics (Fluids). Elementary.		VIII. Sound, Light, and Heat. Elementary.		VIIIA. Sound. Advanced.		VIIIB. Light. Advanced.		VIIIC. Heat. Advanced.		IX. Magnetism and Electricity. Advanced.		IX. Magnetism and Electricity. Elementary.		X. Inorganic Chemistry. Theoretical. Advanced.	
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
Bangor	—	—	7	51	—	—	—	—	—	—	—	—	—	—	—	—	17	62	—	—	—	—
Battersea	—	—	—	—	—	—	—	—	—	—	—	—	12	45	—	—	—	—	—	—	19	48
Borough Road	32	47	13	44	1	21	—	—	—	—	—	—	—	—	—	—	—	—	—	—	20	42
Carmarthen	—	—	—	—	—	—	—	—	1	36	—	—	26	39	—	—	15	52	3	53	—	—
Carnarvon	—	—	—	—	7	62	—	—	13	64	—	—	—	—	—	—	—	—	—	—	—	—
Chelsea	42	42	—	—	7	65	—	—	4	65	16	64	—	—	—	—	—	—	—	—	20	46
Cheltenham	8	64	—	—	—	—	—	—	2	67	—	—	—	—	17	61	—	—	—	—	—	—
Chester	10	47	6	34	11	65	11	64	1	58	—	—	—	—	36	56	—	—	—	—	—	—
Culham	13	45	9	53	8	58	—	—	—	—	—	—	—	—	—	—	10	43	1	77	—	—
Durham	—	—	—	—	—	—	—	—	3	52	4	46	—	—	26	39	—	—	—	—	—	—
Exeter	1	71	—	—	—	—	—	—	—	—	—	—	—	—	—	—	29	42	1	41	—	—
Hammersmith	—	—	—	—	—	—	—	—	—	—	18	40	—	—	—	—	5	61	13	67	—	—
Homerton	17	39	13	41	2	44	—	—	—	—	—	—	—	—	—	—	—	—	4	58	—	—
Peterborough	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saltley	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13	64	—	—	—	—
Westminster	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	36	46
Winchester	—	—	11	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	26	40
York	—	—	4	41	1	49	—	—	—	—	—	—	—	—	28	52	27	63	—	—	—	—
Total	123	46	63	45	37	60	11	64	24	62	38	51	38	41	107	52	116	55	22	63	121	44

Tabulated Results of Examination, Christmas, 1893—*continued.*

Male Students of the Second Year—*continued.*

Training College.	Sciences. X. Inorganic Chemistry. Theoretical. Elementary.		Practical. Advanced.		Practical. Elementary.		XIV. Human Physiology. Advanced.		Elementary.		XVII. Botany. Advanced.		Elementary.		XXIII. Physiography. Advanced.		Elementary.		XXIV. Agriculture. Advanced.		Elementary.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Bangor	—	—	—	—	—	—	—	—	—	—	3	60	—	—	—	—	—	—	—	—	—	—
Battersea	—	—	19	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	4	56	18	49	6	49	12	55	5	81	—	—	—	—	—	—	—	—	—	—	—	—
Carmarthen	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13	50	—	—	—	—	—	—
Carnarvon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	66	10	69	13	63	—	—
Chelsea	—	—	23	50	—	—	—	—	—	—	—	—	—	—	9	43	3	70	—	—	—	—
Cheltenham	—	—	—	—	—	—	19	52	1	70	—	—	—	—	15	60	1	55	—	—	—	—
Chester	—	—	—	—	—	—	—	—	—	—	—	—	—	—	31	53	1	51	—	—	—	—
Culham	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17	46	3	51	1	62	4	68
Durham	—	—	—	—	—	—	—	—	—	—	—	—	3	31	—	—	—	—	—	—	—	—
Exeter	—	—	—	—	—	—	—	—	—	—	—	—	—	—	26	46	1	48	—	—	—	—
Hammersmith	—	—	—	—	—	—	—	—	9	70	—	—	—	—	—	—	—	—	—	—	—	—
Homerton	—	—	—	—	—	—	—	—	—	—	—	—	2	39	—	—	—	—	—	—	—	—
Peterborough	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18	51	—	—	20	69	—	—
Saltley	—	—	—	—	—	—	—	—	—	—	—	—	—	—	34	53	—	—	—	—	—	—
Westminster	—	—	24	71	13	80	—	—	—	—	—	—	—	—	41	53	—	—	—	—	—	—
Winchester	2	46	27	71	1	94	—	—	—	—	—	—	—	—	—	—	—	—	15	63	—	—
York	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	40	—	—	—	—
Total	6	53	111	61	20	71	31	53	15	74	3	60	5	34	207	51	20	62	49	65	4	68

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1893—*continued.*

MALE STUDENTS OF THE FIRST YEAR.

Training College.	Number examined.	Reading and Repetition.	Spelling.	Penmanship.	School Management.	Number examined.	Arithmetic.	Number examined.	Mental Arithmetic.	Number examined.	Composition.
Bangor	31	72	99	68	60	31	66	31	71	31	69
Battersea	51	76	99	61	71	42	66	42	71	42	76
Borough Road	68	72	98	73	76	46	69	46	64	46	77
Carmarthen	32	71	97	83	66	32	66	32	63	32	63
Carnarvon	23	72	95	74	56	23	68	23	67	23	69
Chelsea	52	74	99	69	67	33	72	33	72	33	78
Cheltenham	44	72	99	71	68	43	68	43	67	43	71
Chester	53	70	96	75	63	52	67	52	64	52	48
Culham	42	74	98	73	62	42	68	42	65	42	73
Durham	34	70	97	71	54	34	60	34	71	34	69
Exeter	32	72	98	71	53	32	59	32	59	32	60
Hammersmith	34	75	98	60	57	34	57	34	61	34	69
Homerton	17	72	97	67	60	17	66	17	78	17	67
Peterborough	24	71	97	70	66	24	69	24	66	24	73
Saltley	51	73	97	71	57	47	62	47	69	47	71
Westminster	63	74	99	89	74	63	68	63	70	63	74
Winchester	29	73	98	78	63	28	59	28	65	28	72
York	33	69	97	82	56	33	60	33	63	33	68
Total	713	73	98	73	64	656	65	656	67	656	69

Tabulated Results of Examination, Christmas, 1893—*continued.*

Male Students of the First Year—*continued.*

Training College.	Number examined.	Grammar.	Number examined.	Geography.	Number examined.	History.	Number examined.	Euclid.	Number examined.	Algebra and Mensuration.	Number examined.	Music.
Bangor - - -	31	66	28	62	31	58	31	67	31	63	31	92
Battersea - - -	42	74	43	72	35	61	42	59	42	52	51	97
Borough Road - -	46	73	49	69	38	64	46	77	46	59	68	95
Carmarthen - -	32	64	32	63	32	57	32	59	32	46	32	89
Carnarvon - - -	23	69	22	62	23	51	23	67	23	54	23	92
Chelsea - - -	33	83	29	71	28	59	33	58	33	51	52	97
Cheltenham - -	43	72	43	69	43	55	43	74	43	55	44	95
Chester - - -	52	56	53	61	52	60	52	52	52	48	53	96
Culham - - -	42	62	41	69	37	55	42	54	42	53	42	94
Durham - - -	34	76	34	66	33	51	34	61	34	61	34	89
Exeter - - -	32	64	32	64	32	66	32	71	32	45	32	94
Hammersmith - -	34	65	34	61	34	54	34	64	34	47	34	90
Homerton - - -	17	70	15	67	15	50	17	79	17	64	17	97
Peterborough - -	24	63	23	68	23	57	24	70	24	44	24	92
Saltley - - -	47	73	50	66	46	64	47	61	47	55	51	92
Westminster - -	63	69	57	72	61	62	63	74	63	51	63	97
Winchester - -	28	67	29	61	27	58	28	63	28	49	29	93
York - - -	33	70	33	64	33	53	33	55	33	50	33	91
Total - - -	656	69	647	66	623	58	656	64	656	53	713	94

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1893—*continued*

Male Students of the First Year—*continued.*

Training College.	Languages.								Sciences.															
									V.		VIA.				VIB.		VIII.		VIIIA.		VIIIC.			
	Latin.		Greek.		German.		French.		Mathematics.		Theoretical Mechanics (Solids).				Theoretical Mechanics (Fluids).		Sound, Light, and Heat.		Sound.		Heat.		Magnetism and Electricity.	
									Division I.		Advanced.		Elementary.		Elementary.		Elementary.		Advanced.		Advanced.		Advanced.	
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
Bangor	4	52	—	—	—	—	30	47	—	—	—	—	30	64	—	—	—	—	—	—	—	—	1	72
Battersea	16	57	—	—	—	—	36	55	—	—	—	—	—	—	—	—	9	60	—	—	—	—	—	—
Borough Road	14	61	1	82	—	—	31	53	8	58	1	32	40	66	10	70	—	—	—	—	—	—	—	—
Carmarthen	—	—	—	—	—	—	21	36	—	—	—	—	—	—	—	—	26	54	—	—	—	—	—	—
Carnarvon	11	56	—	—	—	—	23	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chelsea	22	52	—	—	—	—	29	55	4	44	—	—	39	62	—	—	18	65	—	—	—	—	—	—
Cheltenham	4	55	—	—	—	—	6	54	—	—	—	—	—	—	—	—	34	59	—	—	3	55	—	—
Chester	8	45	—	—	—	—	5	45	2	55	—	—	25	59	4	64	34	57	—	—	4	44	—	—
Culham	3	52	—	—	—	—	41	48	—	—	—	—	26	55	—	—	—	—	—	—	—	—	—	—
Durham	23	46	4	53	—	—	11	27	—	—	—	—	—	—	—	—	25	56	—	—	6	32	—	—
Exeter	3	58	—	—	—	—	1	54	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5	57
Hammersmith	—	—	—	—	—	—	2	33	—	—	—	—	—	—	—	—	25	48	6	32	—	—	2	42
Homerton	—	—	—	—	—	—	—	—	—	—	1	34	16	60	16	48	—	—	—	—	—	—	—	—
Peterborough	3	45	—	—	—	—	—	—	—	—	—	—	—	—	—	—	23	54	—	—	—	—	—	—
Saltley	13	57	—	—	1	20	33	53	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Westminster	9	52	—	—	—	—	62	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Winchester	3	48	—	—	—	—	3	51	—	—	—	—	17	61	—	—	—	—	—	—	—	—	—	—
York	—	—	—	—	—	—	10	52	—	—	—	—	25	61	—	—	31	54	—	—	—	—	1	67
Total	136	53	5	58	1	20	344	49	14	53	2	33	218	61	30	58	225	56	6	32	13	41	9	56

Tabulated Results of Examination, Christmas, 1893—*continued*.

Male Students of the First Year—*continued*.

Training College.	Sciences. IX. Magnetism and Electricity. Elementary.		X. Inorganic Chemistry. Theoretical. Advanced.				Practical. Advanced.				XIV. Human Physiology. Advanced.				XVII. Botany. Elementary.		XXIII. Physiography. Advanced.				XXIV. Agriculture. Advanced.			
			Theoretical. Elementary.				Practical. Elementary.				Elementary.										Elementary.			
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number, examined.	Percentage of Marks.
Bangor	30	67	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Battersea	—	—	—	—	40	60	—	—	40	78	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	—	—	16	50	26	60	7	40	36	69	5	43	16	71	—	—	—	—	—	—	—	—	—	—
Carmarthen	23	68	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	70	9	56	—	—	—	—
Carnarvon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	46	9	59	1	77	9	52
Chelsea	—	—	—	—	28	57	—	—	28	75	—	—	—	—	—	—	2	42	9	54	—	—	—	—
Cheltenham	—	—	—	—	—	—	—	—	—	—	1	49	33	69	—	—	22	51	21	61	—	—	—	—
Chester	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	27	45	15	53	—	—	—	—
Culham	38	70	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5	46	14	54	2	59	—	—
Durham	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exeter	27	52	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	54	24	66	—	—	—	—
Hammersmith	28	55	—	—	29	51	—	—	29	71	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton	7	63	—	—	—	—	—	—	—	—	—	—	—	—	6	59	9	54	7	62	—	—	—	—
Peterborough	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8	44	16	56	5	68	18	61
Saltley	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	41	55	—	—	41	61
Westminster	—	—	—	—	63	53	—	—	30	80	—	—	—	—	—	—	—	—	63	62	—	—	—	—
Winchester	—	—	—	—	29	57	—	—	29	82	—	—	—	—	—	—	—	—	—	—	3	67	11	72
York	31	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	22	55	—	—	—	—
Total	184	62	16	50	215	56	7	40	192	76	6	44	49	69	6	59	84	49	250	59	11	67	79	62

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1893—*continued.*

FEMALE STUDENTS OF THE SECOND YEAR.

Training College.	Number examined.	Teaching.	Reading and Repetition.	Spelling.	Penmanship.	School Management.	Needlework.	Number examined.	Arithmetic.	Number examined.	English Language and Literature.	Number examined.	Composition.	Number examined.	Geography.
Bishop's Stortford - -	32	72	77	98	66	57	68	32	62	32	62	32	66	20	47
Brighton - - -	30	74	74	98	67	66	76	30	52	30	62	30	69	30	67
Bristol - - - -	41	71	76	98	66	55	70	41	49	41	58	41	61	41	46
Cheltenham - - -	28	72	79	98	67	61	70	28	47	28	61	28	48	28	52
Chichester - - -	19	74	75	93	62	65	73	19	54	19	59	19	63	14	53
Darlington - - -	40	73	79	98	71	65	68	40	61	40	60	40	61	34	52
Derby - - - -	22	74	80	97	65	73	74	22	66	22	63	22	51	22	61
Durham - - -	31	74	73	98	73	66	70	31	49	31	60	31	66	31	45
Edge Hill - - -	47	77	77	98	71	67	78	47	63	47	65	47	61	—	—
Home and Colonial - -	73	75	76	98	70	70	73	73	65	73	68	73	59	55	62
Homerton - - -	24	76	76	98	64	64	70	23	50	23	61	24	61	24	50
Lincoln - - -	23	68	68	94	71	69	73	23	52	23	60	23	56	23	55
Liverpool - - -	54	78	77	97	75	68	77	54	62	54	60	54	58	—	—
Norwich - - -	28	70	72	98	71	66	68	28	45	28	63	28	60	28	57
Oxford - - - -	13	80	81	97	68	72	78	13	56	13	64	13	55	13	55
Ripon - - - -	30	73	73	97	68	69	72	29	55	29	58	29	59	29	42
Saffron Walden - -	26	74	73	95	68	66	75	26	44	26	56	26	57	26	54
Salisbury - - -	39	74	82	96	70	68	83	39	57	39	63	39	70	39	66
Southlands - - -	53	77	75	98	70	63	69	53	63	53	62	53	63	53	52
Stockwell - - -	71	76	76	100	68	67	78	70	64	70	69	70	65	62	73
Swansea - - -	34	75	77	98	68	62	76	34	58	34	63	34	69	34	51
Tottenham - - -	52	78	78	98	67	73	70	52	58	52	65	52	59	52	72
Truro - - - -	18	72	72	98	71	63	66	18	51	18	54	18	64	18	53
Wandsworth - - -	44	72	73	96	68	62	69	44	52	44	62	44	51	44	52
Warrington - - -	51	72	79	96	70	66	75	51	55	51	60	51	69	51	55
Whitelands - - -	84	74	77	99	62	66	83	84	54	84	55	84	62	56	48
Total - - -	1,007	74	76	98	69	66	74	1,004	57	1,004	62	1,005	61	827	56

Tabulated Results of Examination, Christmas, 1893—*continued.*

Female Students of the Second Year—*continued.*

Training College.	Number examined.	History.	Number examined.	Domestic Economy.	Number examined.	Music.	Languages.					
							Latin.		German.		French.	
							Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
Bishop's Stortford	32	70	32	69	32	92	—	—	—	—	12	51
Brighton	30	60	30	74	30	90	—	—	—	—	—	—
Bristol	41	46	41	68	41	84	—	—	—	—	41	47
Cheltenham	28	60	28	68	28	82	—	—	—	—	6	44
Chichester	17	55	19	68	16	83	2	61	2	67	6	60
Darlington	40	66	40	66	40	88	2	68	—	—	26	51
Derby	22	61	22	73	22	88	—	—	—	—	6	60
Durham	31	46	31	67	31	86	—	—	—	—	—	—
Edge Hill	47	55	46	71	47	87	—	—	—	—	47	48
Home and Colonial	68	54	73	73	73	89	5	56	—	—	18	59
Homerton	24	58	24	66	24	99	—	—	—	—	2	54
Lincoln	23	65	23	64	23	93	—	—	—	—	22	45
Liverpool	54	66	53	70	54	87	1	58	—	—	54	49
Norwich	28	62	28	71	27	79	—	—	—	—	—	—
Oxford	13	63	13	70	13	95	—	—	—	—	11	50
Ripon	29	57	29	67	29	85	—	—	—	—	20	42
Saffron Walden	26	56	26	78	26	88	—	—	—	—	—	—
Salisbury	39	72	39	79	39	87	—	—	—	—	8	58
Southlands	53	73	53	80	52	87	—	—	—	—	34	42
Stockwell	70	72	70	79	70	90	—	—	—	—	8	54
Swansea	34	56	34	71	34	93	—	—	—	—	—	—
Tottenham	52	74	52	78	50	88	2	53	—	—	20	62
Truro	18	61	18	73	18	89	—	—	—	—	—	—
Wandsworth	44	61	43	64	37	76	—	—	—	—	19	50
Warrington	51	67	51	77	49	90	—	—	—	—	9	45
Whitelands	82	65	83	77	84	87	5	47	—	—	83	42
Total	996	62	1,001	72	989	87	17	54	2	67	452	48

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1893—*continued.*

Female Students of the Second Year—*continued.*

Training College.	Sciences. V. Mathematics. Division I.		VIA. Theoretical Mechanics (Solids). Advanced.		VIA. Theoretical Mechanics (Solids). Elementary.		VIII. Sound, Light, and Heat. Elementary.		VIIIA. Sound. Advanced.		VIIIC. Heat. Advanced.		IX. Magnetism and Electricity. Elementary.		Alternative to VIII. or IX. Elementary Physics. Elementary.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Bishop's Stortford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bristol	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chichester	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Darlington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edge Hill	4	41	2	42	1	86	—	—	—	—	—	—	—	—	—	—
Home and Colonial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	43	64
Homerton	—	—	—	—	—	—	1	41	22	50	—	—	33	66	—	—
Lincoln	—	—	—	—	—	—	—	—	—	—	—	—	4	46	—	—
Liverpool	3	20	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Norwich	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	—	—	—	—	—	—	—	—	—	—	21	71	—	—
Saffron Walden	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Stockwell	—	—	—	—	14	54	17	60	—	—	—	—	—	—	—	—
Swansea	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tottenham	—	—	—	—	—	—	9	52	—	—	31	49	—	—	—	—
Truro	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wandsworth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	—	—	—	—	—	—	—	—	—	—	—	—	19	66	—	—
Total	7	32	2	42	15	56	27	57	22	50	31	49	77	66	43	64

Tabulated Results of Examination, Christmas, 1893—*continued*.
Female Students of the Second Year.—*continued*.

Training College.	Sciences. XIV. Human Physiology.				XVII. Botany.				XXIII. Physiography.				XXIV. Agriculture.			
	Advanced.		Elementary.		Advanced.		Elementary.		Advanced.		Elementary.		Advanced.		Elementary.	
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
Bishop's Stortford	—	—	—	—	—	—	—	—	—	—	—	—	17	67	15	65
Brighton	—	—	—	—	27	46	—	—	—	—	—	—	30	67	—	—
Bristol	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	—	—	—	—	17	43	7	50	—	—	—	—	—	—	26	64
Chichester	3	49	—	—	19	40	—	—	—	—	—	—	—	—	—	—
Darlington	—	—	—	—	—	—	—	—	18	58	—	—	—	—	—	—
Derby	—	—	—	—	—	—	—	—	—	—	22	62	16	70	—	—
Durham	—	—	—	—	27	37	3	50	29	40	2	41	—	—	—	—
Edge Hill	—	—	—	—	42	31	3	52	—	—	—	—	—	—	—	—
Home and Colonial	40	50	2	75	18	50	14	66	—	—	29	58	—	—	—	—
Homerton	—	—	—	—	—	—	8	33	15	43	5	51	—	—	—	—
Lincoln	—	—	—	—	—	—	—	—	1	7	—	—	23	59	—	—
Liverpool	—	—	—	—	12	33	42	45	54	57	—	—	—	—	3	69
Norwich	—	—	—	—	17	43	11	62	—	—	—	—	—	—	—	—
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saffron Walden	23	38	3	50	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	31	64	—	—
Southlands	2	31	13	63	—	—	29	60	24	52	3	61	—	—	—	—
Stockwell	24	63	23	60	15	49	17	64	32	46	—	—	—	—	—	—
Swansea	32	47	2	61	—	—	—	—	—	—	—	—	—	—	—	—
Tottenham	—	—	—	—	—	—	—	—	34	51	—	—	—	—	—	—
Truro	—	—	—	—	1	16	14	33	3	20	—	—	—	—	—	—
Wandsworth	—	—	—	—	—	—	19	49	24	58	20	50	—	—	—	—
Warrington	—	—	—	—	—	—	—	—	50	52	—	—	—	—	—	—
Whitelands	—	—	—	—	29	39	38	54	—	—	38	61	—	—	68	65
Total	124	49	43	61	224	40	205	52	284	51	119	58	117	65	112	65

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1893—*continued.*

FEMALE STUDENTS OF THE FIRST YEAR.

Training College.	Number examined.	Reading and Repetition.	Spelling.	Penmanship.	School Management.	Needlework.	Number examined.	Arithmetic.	Number examined.	Grammar.	Number examined.	Composition.	Number examined.	Geography.
Bishop's Stortford	30	75	98	61	55	72	30	51	30	75	30	70	30	69
Brighton	35	71	99	60	62	75	35	66	35	66	35	62	35	60
Bristol	34	70	99	62	61	75	34	58	34	67	34	69	34	60
Cheltenham	32	76	97	63	63	78	32	61	32	70	32	73	32	61
Chichester	15	73	98	68	59	72	15	53	15	67	15	70	15	44
Darlington	35	72	98	74	62	80	35	62	35	71	35	79	34	62
Derby	22	70	98	58	64	76	22	66	22	72	22	71	22	64
Durham	31	74	99	59	62	80	31	53	31	72	31	69	31	55
Edge Hill	55	75	99	65	66	82	55	67	55	73	55	74	55	61
Home and Colonial	75	71	98	66	62	80	75	57	75	71	75	72	75	55
Homerton	22	73	98	60	65	74	22	58	22	68	22	68	22	63
Lincoln	17	70	96	70	61	79	17	55	17	70	17	69	17	63
Liverpool	54	77	98	69	73	78	54	55	54	67	54	67	52	65
Norwich	31	67	99	66	60	77	31	60	31	64	31	63	31	55
Oxford	15	81	98	63	58	74	15	63	15	71	15	67	15	55
Ripon	27	72	98	67	62	64	27	52	27	71	27	71	27	57
Saffron Walden	26	74	99	77	61	78	26	60	26	69	26	71	26	62
Salisbury	40	75	99	78	66	83	40	64	40	67	40	65	40	65
Southlands	55	71	99	65	60	80	55	59	55	69	55	69	55	58
Stockwell	69	76	100	76	70	83	68	67	68	74	68	69	54	82
Swansea	36	75	99	81	62	82	36	57	36	57	36	63	36	49
Tottenham	48	76	98	86	71	82	48	66	48	66	48	68	48	62
Truro	22	71	97	67	58	82	22	56	22	66	22	62	22	64
Wandsworth	43	71	95	69	57	75	42	50	43	59	43	58	43	53
Warrington	51	73	98	60	62	78	51	64	51	70	51	64	51	54
Whitelands	76	72	98	54	63	75	76	55	76	74	76	64	70	51
Total	996	73	98	67	63	78	994	59	995	69	995	68	972	60

Tabulated Results of Examination, Christmas, 1893—*continued.*

Female Students of the First Year—*continued.*

Training College.	Number examined.	History.	Number examined.	Domestic Economy.	Number examined.	Music.	Languages.					
							Latin.		German.		French.	
							Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Bishop's Stortford	30	60	30	64	30	94	—	—	—	—	19	54
Brighton	35	55	35	65	35	98	—	—	—	—	—	—
Bristol	34	50	34	64	34	87	—	—	—	—	—	—
Cheltenham	32	58	32	59	32	94	—	—	1	64	26	58
Chichester	15	49	15	66	15	80	3	49	—	—	12	46
Darlington	35	60	35	60	35	90	4	43	—	—	27	62
Derby	22	61	22	67	22	92	—	—	—	—	8	66
Durham	31	51	31	71	31	94	—	—	—	—	7	54
Edge Hill	55	59	55	71	55	96	12	56	—	—	55	58
Home and Colonial	75	56	75	67	75	97	—	—	—	—	31	57
Homerton	22	58	22	73	22	97	—	—	—	—	2	70
Lincoln	17	54	17	68	17	98	—	—	—	—	17	54
Liverpool	53	62	54	67	54	96	22	45	—	—	37	61
Norwich	31	50	31	61	31	89	—	—	—	—	—	—
Oxford	15	54	15	54	15	98	—	—	—	—	11	55
Ripon	27	54	27	65	27	91	—	—	—	—	24	58
Saffron Walden	26	57	26	74	26	97	—	—	—	—	10	68
Salisbury	40	58	40	67	40	83	—	—	—	—	9	50
Southlands	55	62	55	67	55	93	—	—	—	—	30	64
Stockwell	68	63	69	68	69	95	37	40	—	—	45	67
Swansea	36	52	36	70	36	98	—	—	—	—	36	61
Tottenham	48	63	48	69	48	92	—	—	—	—	14	71
Truro	22	48	22	71	22	98	—	—	—	—	—	—
Wandsworth	43	47	43	58	43	87	—	—	2	80	25	51
Warrington	51	58	51	63	51	98	1	51	—	—	23	54
Whitelands	76	57	76	72	76	96	10	52	—	—	76	52
Total	994	57	996	67	996	94	89	45	3	74	544	58

(No. 6.—*continued.*)

Tabulated Results of Examination Christmas, 1893—*continued.*

Female Students of the First Year—*continued.*

Training College.	Sciences. VIA. Theoretical Mechanics. (Solids). Elementary.		VIII. Sound, Light and Heat. Elementary.		IX. Magnetism and Electricity. Elementary.		XIV. Human Physiology. Advanced.		XIV. Human Physiology. Elementary.		XVII. Botany. Advanced.		XVII. Botany. Elementary.		XXIII. Physiography. Advanced.		XXIII. Physiography. Elementary.		XXIV. Agriculture. Advanced.		XXIV. Agriculture. Elementary.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Bishop's Stortford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11	63
Brighton	—	—	—	—	—	—	—	—	—	—	—	—	35	59	—	—	—	—	—	—	35	68
Bristol	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	21	49	—	—	33	61
Cheltenham	—	—	—	—	—	—	—	—	—	—	—	—	32	48	—	—	—	—	—	—	10	58
Chichester	—	—	—	—	—	—	—	—	—	—	—	—	15	51	—	—	—	—	—	—	—	—
Darlington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	74	4	54	—	—	—	—
Derby	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14	55	—	—	22	61
Durham	—	—	—	—	—	—	—	—	—	—	—	—	31	47	—	—	24	44	—	—	—	—
Edge Hill	8	64	—	—	—	—	—	—	—	—	—	—	24	59	—	—	9	57	—	—	—	—
Home and Colonial	—	—	—	—	—	—	—	—	43	73	—	—	35	62	—	—	6	51	—	—	—	—
Homerton	—	—	22	52	22	54	—	—	—	—	—	—	5	45	15	36	5	64	—	—	—	—
Lincoln	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17	44	—	—	17	59
Liverpool	12	67	—	—	—	—	—	—	—	—	—	—	3	57	8	59	40	50	1	37	—	—
Norwich	—	—	—	—	—	—	—	—	—	—	—	—	31	44	—	—	—	—	—	—	—	—
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	—	—	3	65	—	—	—	—	—	—	—	—	—	—	22	53	—	—	—	—
Saffron Walden	—	—	—	—	—	—	—	—	16	62	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	31	66
Southlands	—	—	—	—	—	—	1	0	14	62	—	—	3	53	8	34	—	—	1	62	54	65
Stockwell	—	—	23	61	—	—	—	—	15	65	1	52	1	71	29	51	—	—	—	—	—	—
Swansea	—	—	—	—	—	—	—	—	19	62	—	—	—	—	—	—	17	51	—	—	—	—
Tottenham	—	—	47	45	—	—	—	—	—	—	—	—	—	—	18	43	17	53	—	—	—	—
Truro	—	—	—	—	—	—	—	—	—	—	—	—	5	36	—	—	17	61	—	—	—	—
Wandsworth	—	—	—	—	—	—	—	—	—	—	—	—	4	52	—	—	42	57	—	—	—	—
Warrington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	50	51	56	—	—	—	—
Whitelands	—	—	—	—	16	67	—	—	24	63	—	—	33	61	—	—	2	55	—	—	—	—
Total	20	66	92	51	41	60	1	0	131	66	1	52	257	54	80	46	308	53	2	49	213	64

(No. 7.)

CHRISTMAS EXAMINATION, 1893.

SCIENCE.—MALE STUDENTS.

Training College.	Total No. of Students examined.	Mathematics.								Theoretical Mechanics—Solids.								Theoretical Mechanics—Fluids.			Sound, Light, and Heat.		
		Division II.				Division I.				Advanced.				Elementary.				Elementary.			Elementary.		
		Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.		Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.
			1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.											
Bangor	53	—	—	—	—	—	—	—	—	7	4	2	1	30	19	11		—	—	—	—	—	—
Battersea	67	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—	9	6	3
Borough Road	121	17	—	15	2	40	4	36	—	14	3	8	3	41	29	12		10	9	1	—	—	—
Carmarthen	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—	27	8	19
Carnarvon	32	—	—	—	—	—	—	—	—	—	—	—	—	7	5	2		—	—	—	13	8	5
Chelsea	105	1	1	—	—	46	2	40	4	—	—	—	—	46	27	19		—	—	—	22	17	5
Cheltenham	86	—	—	—	—	8	4	4	—	—	—	—	—	—	—	—		—	—	—	36	21	15
Chester	101	—	—	—	—	12	1	10	1	6	—	3	3	36	24	12		15	10	5	35	13	22
Culham	81	2	1	1	—	13	1	11	1	9	3	5	1	34	14	20		—	—	—	—	—	—
Durham	63	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—	28	11	17
Exeter	62	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—		—	—	—	—	—	—
Hammersmith	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—	25	6	19
Homerton	34	—	—	—	—	17	1	10	6	14	—	12	2	18	9	9		16	5	11	—	—	—
Peterborough	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—	23	6	17
Saltley	77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—	—	—	—
Westminster	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—	—	—	—
Winchester	57	—	—	—	—	—	—	—	—	11	1	7	3	17	13	4		—	—	—	—	—	—
York	63	—	—	—	—	—	—	—	—	4	1	1	2	26	14	12		—	—	—	31	7	24
Total	1,273	20	2	16	2	137	14	111	12	65	12	38	15	255	154	101		41	24	17	249	103	146

(No. 7—*continued.*)

CHRISTMAS EXAMINATION, 1893—*continued.*

Science.—Male Students—*continued.*

Training College.	Total No. of Students examined.	Sound.				Light.				Heat.				Magnetism and Electricity.						
		Advanced.				Advanced.				Advanced.				Advanced.				Elementary.		
		Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.
			1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.				
Bangor	53	—	—	—	—	—	—	—	—	—	—	—	—	18	9	7	2	30	22	8
Battersea	67	—	—	—	—	12	1	10	1	—	—	—	—	—	—	—	—	—	—	—
Borough Road	121	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Carmarthen	60	—	—	—	—	26	1	18	7	—	—	—	—	15	1	14	—	26	19	7
Carnarvon	32	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chelsea	105	16	9	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	86	—	—	—	—	—	—	—	—	20	9	11	—	—	—	—	—	—	—	—
Chester	101	—	—	—	—	—	—	—	—	40	10	29	1	—	—	—	—	—	—	—
Culham	81	—	—	—	—	—	—	—	—	—	—	—	—	10	—	8	2	39	33	6
Durham	63	4	—	4	—	—	—	—	—	32	1	21	10	—	—	—	—	—	—	—
Exeter	62	—	—	—	—	—	—	—	—	—	—	—	—	34	—	27	7	28	8	20
Hammersmith	49	24	2	13	9	—	—	—	—	—	—	—	—	7	1	5	1	41	21	20
Homerton	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11	8	3
Peterborough	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saltley	77	—	—	—	—	—	—	—	—	—	—	—	—	13	4	9	—	—	—	—
Westminster	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Winchester	57	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
York	63	—	—	—	—	—	—	—	—	28	3	24	1	28	11	17	—	31	15	16
Total	1,273	44	11	24	9	38	2	28	8	120	23	85	12	125	26	87	12	206	126	80

Christmas Examination, 1893—*continued.*

Science.—Male Students—*continued.*

Training College.	Total No. of Students examined.	Inorganic Chemistry—Theoretical.							Inorganic Chemistry—Practical.							Human Physiology.						
		Advanced.				Elementary.			Advanced.				Elementary.			Advanced.				Elementary.		
		Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.
			1st Class.	2nd Class.						1st Class.	2nd Class.						1st Class.	2nd Class.				
Bangor	53	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Battersea	67	19	7	9	3	40	27	13	19	6	9	4	40	30	10	—	—	—	—	—	—	—
Borough Road	121	36	5	27	4	30	19	11	25	3	10	12	42	24	18	17	9	7	1	21	18	3
Carmarthen	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Carnarvon	32	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chelsea	105	20	2	17	1	28	13	15	23	3	8	12	28	21	7	—	—	—	—	—	—	—
Cheltenham	86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	20	9	11	—	34	30	4
Chester	101	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Culham	81	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	63	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exeter	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hammersmith	49	—	—	—	—	29	12	17	—	—	—	—	29	20	9	—	—	—	—	9	8	1
Homerton	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Peterborough	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saltley	77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Westminster	113	36	5	31	—	63	25	38	24	7	17	—	43	35	8	—	—	—	—	—	—	—
Winchester	57	26	—	22	4	31	15	16	27	5	18	4	30	23	7	—	—	—	—	—	—	—
York	63	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	1,273	137	19	106	12	221	111	110	118	24	62	32	212	153	59	37	18	18	1	64	56	8

(No. 7—*continued.*)

CHRISTMAS EXAMINATION, 1893—*continued.*

Science.—Male Students—*continued.*

Training College.	Total No. of Students examined.	Botany.							Physiography.							Agriculture.						
		Advanced.				Elementary.			Advanced.				Elementary.			Advanced.				Elementary.		
		Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.
			1st Class.	2nd Class.						1st Class.	2nd Class.						1st Class.	2nd Class.				
Bangor	53	3	2	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Battersea	67	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	121	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Carmarthen	60	—	—	—	—	—	—	—	15	2	12	1	9	5	4	—	—	—	—	—	—	—
Carnarvon	32	—	—	—	—	—	—	—	6	4	1	1	19	16	3	14	5	9	—	9	1	8
Chelsea	105	—	—	—	—	—	—	—	11	—	8	3	12	8	4	—	—	—	—	—	—	—
Cheltenham	86	—	—	—	—	—	—	—	37	12	20	5	22	16	6	—	—	—	—	—	—	—
Chester	101	—	—	—	—	—	—	—	58	9	35	14	16	6	10	—	—	—	—	—	—	—
Culham	81	—	—	—	—	—	—	—	22	3	14	5	17	8	9	3	—	3	—	4	4	—
Durham	63	—	—	—	—	3	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exeter	62	—	—	—	—	—	—	—	32	4	22	6	25	19	6	—	—	—	—	—	—	—
Hammersmith	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton	34	—	—	—	—	8	3	5	9	3	5	1	7	4	3	—	—	—	—	—	—	—
Peterborough	49	—	—	—	—	—	—	—	26	8	9	9	16	7	9	25	12	13	—	18	14	4
Saltley	77	—	—	—	—	—	—	—	34	9	21	4	41	24	17	—	—	—	—	41	21	20
Westminster	113	—	—	—	—	—	—	—	41	11	23	7	63	44	19	—	—	—	—	—	—	—
Winchester	57	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18	7	10	1	11	11	—
York	63	—	—	—	—	—	—	—	—	—	—	—	23	10	13	—	—	—	—	—	—	—
Total	1,273	3		1	—	11	3	8	291	65	170	56	270	167	103	60	24	35	1	83	51	32

CHRISTMAS EXAMINATION, 1893.

SCIENCE.—FEMALE STUDENTS.

Training College.	Total No. of Students examined.	Mathematics.				Theoretical Mechanics—Solids.							Sound, Light and Heat.			Sound.			
		Division I.				Advanced.				Elementary.			Elementary.			Advanced.			
		Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.
			1st Class.	2nd Class.			1st Class.	2nd Class.									1st Class.	2nd Class.	
Bishop's Stortford	43	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bristol	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chichester	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Darlington	23	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edge Hill	88	4	—	3	1	2	—	2	—	9	6	3	—	—	—	—	—	—	—
Home and Colonial	136	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton	46	—	—	—	—	—	—	—	—	—	—	—	23	6	17	22	1	20	1
Lincoln	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	105	3	—	1	2	—	—	—	—	12	9	3	—	—	—	—	—	—	—
Norwich	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	46	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saffron Walden	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	108	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Stockwell	140	—	—	—	—	—	—	—	—	14	7	7	40	21	19	—	—	—	—
Swansea	70	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tottenham	99	—	—	—	—	—	—	—	—	—	—	—	56	8	48	—	—	—	—
Truro	39	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wandsworth	86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	102	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	155	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	1,788	7	—	4	3	2	—	2	—	35	22	13	119	35	84	22	1	20	1

(No. 7—*continued.*)

CHRISTMAS EXAMINATION, 1893—*continued.*

Science.—Female Students—*continued.*

Training College.	Total No. of Students examined.	Heat.				Magnetism and Electricity.			Elementary Physics.			Human Physiology.							Botany.			
		Advanced.				Elementary.			Elementary.			Advanced.				Elementary.			Advanced.			
		Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.
			1st Class.	2nd Class.									1st Class.	2nd Class.						1st Class.	2nd Class.	
Bishop's Stortford	43	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	27	6	18	3
Bristol	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17	1	15	1
Chichester	34	—	—	—	—	—	—	—	—	—	—	3	1	2	—	—	—	—	19	5	8	6
Darlington	23	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	27	1	19	7
Edge Hill	88	—	—	—	—	—	—	—	43	29	14	—	—	—	—	—	—	—	42	1	20	21
Home and Colonial	136	—	—	—	—	33	23	10	—	—	—	40	13	27	—	45	40	5	18	6	10	2
Homerton	46	—	—	—	—	26	8	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Lincoln	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	105	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	12	—	9	3
Norwich	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17	1	14	2
Ripon	46	—	—	—	—	24	20	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saffron Walden	42	—	—	—	—	—	—	—	—	—	—	23	—	20	3	19	14	5	—	—	—	—
Salisbury	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	108	—	—	—	—	—	—	—	—	—	—	3	—	1	2	27	19	8	—	—	—	—
Stockwell	140	—	—	—	—	—	—	—	—	—	—	24	21	3	—	38	28	10	16	4	10	2
Swansea	70	—	—	—	—	—	—	—	—	—	—	32	8	23	1	21	17	4	—	—	—	—
Tottenham	99	31	2	26	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Truro	39	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	1
Wandsworth	86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	102	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	155	—	—	—	—	35	29	6	—	—	—	—	—	—	—	24	21	3	29	4	16	9
Total	1,788	31	2	26	3	118	80	38	43	29	14	125	43	76	6	174	139	35	225	29	139	57

Christmas Examination, 1893—*continued.*

Science.—Female Students—*continued.*

Training College.	Total No. of Students examined.	Botany.			Physiography.							Agriculture.						
		Elementary.			Advanced.				Elementary.			Advanced.				Elementary.		
		Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.
						1st Class.	2nd Class.						1st Class.	2nd Class.				
Bishop's Stortford	43	—	—	—	—	—	—	—	—	—	—	17	8	9	—	26	18	8
Brighton	65	35	17	18	—	—	—	—	—	—	—	30	15	15	—	35	28	7
Bristol	34	—	—	—	—	—	—	—	21	6	15	—	—	—	—	33	18	15
Cheltenham	60	39	5	34	—	—	—	—	—	—	—	—	—	—	—	36	21	15
Chichester	8	15	4	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Darlington	23	—	—	—	19	6	11	2	4	2	2	—	—	—	—	—	—	—
Derby	44	—	—	—	—	—	—	—	36	22	14	16	12	4	—	22	14	8
Durham	62	34	7	27	29	—	15	14	26	4	22	—	—	—	—	—	—	—
Edge Hill	88	27	13	14	—	—	—	—	9	6	3	—	—	—	—	—	—	—
Home and Colonial	136	49	36	13	—	—	—	—	35	21	14	—	—	—	—	—	—	—
Homerton	46	13	1	12	30	1	11	18	10	4	6	—	—	—	—	—	—	—
Lincoln	40	—	—	—	1	—	—	1	17	3	14	23	5	18	—	17	8	9
Liverpool	105	45	4	41	62	21	39	2	40	16	24	1	—	1	—	3	3	—
Norwich	59	42	11	31	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	46	—	—	—	—	—	—	—	22	9	13	—	—	—	—	—	—	—
Saffron Walden	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	62	—	—	—	—	—	—	—	—	—	—	31	9	21	1	31	28	3
Southlands	108	32	14	18	32	4	19	9	3	2	1	1	—	1	—	54		13
Stockwell	140	18	15	3	61	13	32	16	—	—	—	—	—	—	—	—	—	—
Swansea	70	—	—	—	—	—	—	—	17	8	9	—	—	—	—	—	—	—
Tottenham	99	—	—	—	52	8	29	15	17	6	11	—	—	—	—	—	—	—
Truro	39	19	—	19	3	—	—	3	17	13	4	—	—	—	—	—	—	—
Wandsworth	86	23	5	18	24	8	15	1	62	33	29	—	—	—	—	—	—	—
Warrington	102	—	—	—	51	11	32	8	51	29	22	—	—	—	—	—	—	—
Whitelands	155	71	34	37	—	—	—	—	40	30	10	—	—	—	—	68	55	13
Total	1,788	462	166	296	364	72	203	89	427	214	213	119	49	69		325	234	91

LIST OF RESIDENTIAL AND DAY TRAINING COLLEGES UNDER INSPECTION.

Name of Training College.	Name and Address of Correspondent.
For Masters only. (23.)	
RESIDENTIAL COLLEGES.	
BANGOR (British and Foreign School Society's).	REV. D. ROWLANDS, Bangor.
BATTERSEA (National Society's)	REV. CANON DANIEL, Battersea, London, S.W.
BOROUGH ROAD (British and Foreign School Society's).	A. BOURNE, ESQ., Borough Road Training College, Spring Grove, Isleworth.
CARMARTHEN (National Society's)	REV. C. G. BROWN, Carmarthen.
CHELSEA, ST. MARK'S (National Society's)	REV. G. W. GENT, St. Mark's Training College, Chelsea, London, S.W.
CHELTENHAM (Church of England)	REV. R. M. CHAMNEY, Cheltenham.
CHESTER (Chester, Manchester, and Liverpool Diocesan).	REV. A. P. HOLME, Vicarage, Great Budworth, Northwich.
CULHAM (Oxford Diocesan)	REV. W. S. F. LONG, Culham, Abingdon.
DURHAM (Diocesan)	REV. S. B. SMITH, Training College, Durham.
EXETER (Diocesan)	REV. DR. DANGAR, Exeter.
HAMMERSMITH, ST. MARY'S (Roman Catholic).	REV. CANON GRAHAM, Brook Green House, Hammersmith, London, W.
NORTH WALES (Church of England)	REV. J. FAIRCHILD, North Wales Training College, Bangor.
PETERBOROUGH (Church of England)	Rev. T. WARD, Training College, Peterborough.
SALTLEY (Worcester Diocesan)	REV. F. W. BURBIDGE, Saltley, Birmingham.
WESTMINSTER (Wesleyan)	REV. DR. WALLER, Wesleyan Training College, Horseferry Road, Westminster, London, S.W.
WINCHESTER (Diocesan)	REV. H. MARTIN, Training College, Winchester.
YORK AND RIPON (Diocesan)	REV. G. W. DE C. BALDWIN, York.
DAY COLLEGES.	
CAMBRIDGE (University)	OSCAR BROWNING, ESQ., King's College, Cambridge.
LEEDS (Yorkshire College)	N. BODINGTON, ESQ., Yorkshire College, Leeds.
LIVERPOOL (University College)	F. S. CAREY, ESQ., University College, Liverpool.
LONDON (King's College)	J. W. CUNNINGHAM, ESQ., King's Col., Strand, W.C.
LONDON (University College)	J. M. HORSBURGH, ESQ., University College, Gower Street, W.C.
OXFORD (University)	REV. W. W. JACKSON, D.D., Exeter College, Oxford.

Name of Training College.	Name and Address of Correspondent.
For Mistresses only. (27.)	
RESIDENTIAL COLLEGES.	
BISHOP'S STORTFORD (St. Alban's Diocesan).	REV. W. J. FRERE, Hockerill, Bishop's Stortford.
BRIGHTON (Chichester Diocesan) -	REV. G. CORFIELD, Training College, Brighton.
BRISTOL, GLOUCESTER, and OXFORD (Diocesan).	REV. H. PROCTOR, Fishponds, Bristol.
CHELTENHAM (Church of England) -	REV. R. M. CHAMNEY, Cheltenham.
*CHICHESTER (Bishop Otter's Memorial)	Miss TREVOR, Bishop Otter's Memorial College, Chichester.
DARLINGTON (British and Foreign School Society's).	W. A. SPAFFORD, ESQ., Training College, Darlington.
DERBY (Lichfield Diocesan) - - -	REV. A. E. VINTER, Training College, Derby.
DURHAM (Diocesan) - - -	REV. J. HAWORTH, Durham.
*EDGE HILL - - - -	THOMAS C. RYLEY, ESQ., Training College, Durning Road, Edge Hill, Liverpool.
*GRAY'S INN ROAD (Home and Colonial School Society's).	REV. J. B. ARMSTRONG, Home and Colonial Training College, Gray's Inn Road, London, W.C.
LINCOLN (Diocesan) - - - -	REV. A. W. ROWE, Lincoln.
LIVERPOOL (Roman Catholic) - -	Miss LESCHER, Roman Catholic Training College, 96, Mount Pleasant, Liverpool.
NORWICH (Diocesan) - - -	REV. T. ARCHBOLD, Norwich.
*OXFORD (Diocesan) - - - -	REV. H. D. DE BRISAY, Bradmore Road, Oxford.
RIPON (York and Ripon Diocesan) -	REV. G. W. GARROD, Ripon.
SAFFRON WALDEN - - -	A. BOURNE, ESQ., Training College, Saffron Walden.
SALISBURY (Diocesan) - - - -	REV. E. STEWARD, The Close, Salisbury.
SOUTHLANDS, BATTERSEA (Wesleyan) -	REV. Dr. GREEVES, The College, Southlands, Battersea, London, S.W.
*STOCKWELL (British and Foreign School Society's).	A. BOURNE, ESQ., Training College, Stockwell Road, London, S.W.
SWANSEA (British and Foreign School Society's).	D. SALMON, ESQ., Training College, Swansea.
TOTTENHAM (Christian Knowledge and National Societies').	REV. E. HOBSON, Training College, Tottenham, London.
TRURO (Exeter Diocesan) - -	THE VEN. ARCHDEACON CORNISH, Training College, Truro.
WANDSWORTH (Roman Catholic) -	MADAME MORAN, Training College, West Hill, Wandsworth, London, S.W.
WARRINGTON (Chester, Manchester, and Liverpool Diocesan).	THE VERY REV. THE DEAN OF MANCHESTER, Training College, Warrington.
*WHITELANDS (National Society's) -	REV. J. P. FAUNTHORPE, Whitelands House, Chelsea, London, S.W.

* Residential Colleges taking Day Students.

Name of Training College.	Name and Address of Correspondent.
For Mistresses only. (27.)—cont.	
DAY COLLEGES.	
BIRMINGHAM (Mason Science College) -	REV. E. F. M. MACCARTHY, 180, Hagley Road, Birmingham.
BRISTOL (University College) - -	PROFESSOR LLOYD MORGAN, University College, Bristol.
For both Masters and Mistresses. (8.)	
RESIDENTIAL COLLEGE.	
HOMERTON NEW COLLEGE (Undenominational).	J. C. HOROBIN, ESQ., Homerton New College, Cavendish College, Cambridge.
DAY COLLEGES.	
ABERYSTWITH (University College) -	T. F. ROBERTS, ESQ., University College of Wales, Aberystwith.
BANGOR (University College of North Wales).	J. E. LLOYD, ESQ., University College of North Wales, Bangor.
CARDIFF (University College of South Wales and Monmouthshire).	IVOR JAMES, ESQ., University College of South Wales, Cardiff.
MANCHESTER (Owen's College) - -	A. W. WARD, ESQ., Owen's College, Manchester.
NEWCASTLE-ON-TYNE (Durham College of Science).	H. F. STOCKDALE, ESQ., Durham College of Science, Newcastle-on-Tyne.
NOTTINGHAM (University College) -	REV. J. E. SYMES, University College, Nottingham.
SHEFFIELD (Firth College) - -	E. DRURY, ESQ., Firth College, Sheffield.

EDUCATION DEPARTMENT, WHITEHALL.

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

[*All changes in this Syllabus for the years* 1894 *and* 1895 *are printed in italics.*]

SYLLABUS FOR MEN—
DECEMBER 1894.

The Examination for Certificates in Residential Colleges and for Acting Teachers, will commence on Monday, the 10th of December 1894, at 2 p.m.

It is intended to provide in the Code that the Examination for Certificates in the year 1895 shall take place in June or July, instead of in December. The provisions for the 1895 Examination in this Syllabus are made subject to this change not being rejected by Parliament.

The requirements of the Syllabus for 1895 have accordingly been modified, and Candidates will find under each head to what portions of the subject the Examination will for that year be specially restricted.

It is proposed next year to insert provisions further limiting the number of Sciences for which marks may be obtained by any Candidate.

N.B.—See Articles 55–64 and 116–121 of the Code of 1893 for the general conditions under which Candidates are admitted to Examination.

The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a Certificate are denoted by the mark§.

FIRST YEAR.

Part I.

READING AND REPETITION FROM MEMORY:—§ [100].

To read with a distinct utterance, due attention to the punctuation, and just expression.

The Students of the first year and Acting Teachers taking first year's papers will be expected to read passages from Scott's "Ivanhoe" and Shakespeare's "Julius Cæsar." The Inspector will hear each Student and Acting Teacher read from either of the books prescribed for his year, and also from another book which the Inspector may bring or choose.

In 1895, *the book will be Shakespeare's "The Merchant of Venice."*

Each Student and Acting Teacher must have learned at least 300 lines from the works of Milton, Byron, Wordsworth, or Tennyson. Each Student will be called upon to repeat some part at the Annual Inspection of the Training College; each Acting Teacher must do the same at the Annual Inspection of his School.

In 1895, *the number of lines will be* 200.

PENMANSHIP:—§ [75]. SPELLING § [100].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from Dictation.
3. The general character of the writing in the Examination Papers will be considered in deciding upon the proficiency of Candidates in this subject.

SCHOOL MANAGEMENT:—[80.]

1. The general principles of teaching.
2. The methods of teaching the elementary and class subjects and drawing. The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

*3. The training of the senses and the memory, and the order in which the faculties of children are developed.

4. Notes of Lessons.

* *In* 1895 *Section* 3 *will be omitted.*

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and Candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates.

VOCAL MUSIC:—(Optional.) [40.]

Staff-notation.

1. Notes.

Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]

2. Time.

The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription from one time to another.

[3. Musical terms in common use.]

Tonic Sol-fa notation.

1. Notes.

The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. [The standard scale of pitch, and the relations (in pitch) of various keys.]

2. Time.

The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple division of pulses. Transcription of values by doubling, halving, &c.

[3. Musical terms in common use.]

The passages above enclosed in brackets will be omitted in 1895.

Part II.

N.B.—Students in Training Colleges, who in their first year pass in any British University a preliminary or other Examination approved by the Department, will not be required to present themselves for examination in those portions of Part II. of this Syllabus which were included in that University Examination.

A Student who elects to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be permitted to present himself at the ensuing Certificate Examination at his College.

English:—§ [100]. Composition § [30].

1. Parsing, analysis, and the principles of grammar.
2. An intelligent acquaintance with the language, style, and subject matter of Tennyson's "The Coming of Arthur," and "The Passing of Arthur"; and the following 25 of Bacon's Essays:—1, 2, 4, 5, 9, 11, 14–19, 21, 24, 25, 27–32, 36, 38, 39, 50.
3. To write plain prose upon a given subject.

In 1895, *the book will be "Selections from Tennyson," Parts* 1 *and* 2.

Geography and History:—

A Candidate who has, at the Queen's Scholarship Examination in one of the two preceding years, passed with exceptional credit in Geography or History is released from the obligation to take up the subject again at the first year's Examination, and may substitute for each subject in which he has so passed a Language or a Science.

Geography:—[75.]

1. Elementary knowledge of Physical Geography, with special reference to:—
   (*a*.) Shape, size, and motions of the earth.
   (*b*.) The atmosphere, rain, clouds, and vapour.

(*c.*) Winds, currents, and tides.

(*d.*) Causes which affect climate.

(*e.*) Effect of climate on industry, productions, and national character.

(*f.*) Distribution of plants and animals.

2. General geography of North America, with maps of the Dominion of Canada.

1. *In* 1895 (*e*) *and* (*f*) *will be omitted.*
2. *In* 1895 *the general geography of Europe, and maps of the British Isles*

ENGLISH HISTORY:—[75.]

1. General knowledge of the most memorable events of English History, from 1066 to 1815, and of their immediate causes and effects.

2. The History of England during the seventeenth century with special reference to:—

(*a.*) Constitutional changes and most important laws.

(*b.*) Military and naval operations abroad and at home.

(*c.*) The industrial condition of the people.

(*d.*) The literature of the period.

In 1895 *the special period will be* 1760–1820, *and the questions will refer to that period only.*

ARITHMETIC, § [80+40 (Mental)], ALGEBRA, AND MENSURATION:—[100.]

1. To work arithmetical sums, both mentally and on paper.

In arithmetic the use of algebraical symbols in the solution of questions is permitted.

2. To prove and explain the rules.

3. To answer simple questions, both theoretical and practical, in Algebra, and the Mensuration of plane surfaces.

Algebra: the four simple rules, involution, evolution, common measures, common multiples, fractions, surds, ratio, proportion, variation, progressions, simple equations and easy quadratic equations of one or two unknown quantities, and problems leading to such equations.

Mensuration: plane rectilineal figures and the circle.

In 1895 *variation and progressions will be omitted.*

GEOMETRY:—[100.]

The first three books of Euclid, with simple deductions from the propositions and easy geometrical problems.

In 1895 *the first two books of Euclid.*

Euclid's definitions will be required and no axioms or postulates except Euclid's may be assumed. The actual proofs of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which in Euclid's order occurs subsequently.

A Candidate not exempt from the examination in Geography or History may not, in his first year, take up more than two Languages or two subjects of Science, or one Language and one subject of Science, unless in substitution for Geography or History, as provided above.

LANGUAGES:—(Optional.) [100 each.]

1. Latin.	4. German.
2. Greek.	5. Welsh.
3. French.	6. Hebrew.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College. These papers will contain grammatical questions, and easy passages for translation from and into English.

In 1894 the passages will be taken from *Sallust* "*Catiline*," *chaps.* 1–39; *Xenophon*, "*Hellenica*," *Book* 3; Sandeau, "Mademoiselle de la Seiglière"; Schiller, "Thirty Years' War," Part II.; *Cymru Fu, first* 126 *pages; Book of Genesis.*

In 1895 *the passages in French and German will be taken from Coppée, "Le Trésor"; Schiller, "Der Neffe als Onkel"; in Welsh and Hebrew from Cymru Fu, first half of the portion named above; Book of Genesis, cc.* 27–50.

In each paper there will also be an easy unseen passage for translation into English from a prose writer.

DRAWING AND SCIENCES (Optional).
See p. 164.

SECOND YEAR.

PART I.

READING AND REPETITION FROM MEMORY:—§ [100.]

To show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

The Students of the Second Year and Acting Teachers taking second year papers will be expected to read passages from Tennyson's "The Princess" and Lord Rosebery's "Pitt." The Inspector will hear each candidate read from either of these books, and also from another book which the Inspector may bring or choose.

In 1895 *the book will be Sir A. Lyall's "Warren Hastings."*

[In Colleges attended by both Men and Women, the reading exercises may be taken either from the above list or from the list in the Syllabus for Women, at the discretion of the Principal.]

Each Student and Acting Teacher must have learned at least 300 lines from a play of Shakespeare. Each Student will be called upon to repeat some part at the Annual Inspection of the Training College; and each Acting Teacher must do the same at the Annual Inspection of his School.

In 1895 *the number of lines will be* 200.

PENMANSHIP:—§ [75.] SPELLING § [100].

As in First Year, but defects will be more severely visited with loss of marks.

SCHOOL MANAGEMENT:—[80.] TEACHING § [120].

No Student will be examined unless the Principal certifies that he has spent at least 150 hours in the Practising Schools under proper superintendence, during the period of training, and at least half of that time during his second year.

1. To teach a class in the presence of Her Majesty's Inspector.
2. The different methods of organising and managing an Elementary School.
3. The form of School Registers, the mode of keeping them, and of making Returns from them.

4. The processes of reasoning; the formation of habits and character; — considered in their application to the methods of teaching and of moral discipline.
5. The laws of health as applied to school premises, scholars, and teachers.
6. Notes of Lessons.
7. Quick's "Educational Reformers," chapters 13, 16, 17, 18.

In 1895 Section 7 will be omitted.

VOCAL MUSIC:—(Optional.) [80.]

Staff-notation.

1. Notes.
   Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. [Transposition.]
2. Time.
   The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of bars. [Transcription from one time to another.]
3. Musical terms in common use.
4. The compass and registers of the various voices of men, women, and children; [general rules relating to voice training.]

Tonic Sol-fa notation.

1. Notes.
   The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.
2. Time.
   All the measures in common use. Division of pulses into thirds and quarters. [Transcription of values by doubling, halving, &c.] Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the various voices of men, women and children; [general rules relating to voice training.]

The passages above enclosed in brackets will be omitted in 1895.

NOTE.—A paper on this subject is not given to any Student about to leave the Training College who has not passed the Musical Inspector's examination in practical skill. Acting Teachers who take this paper must produce a Certificate from some competent person (such as the organist of their Church) that they have "such an amount of musical skill, vocal or instru-" mental, as is sufficient for the purpose of teaching children " to sing from notes."

PART II.

N.B.—Students in Training Colleges who, in their second year, pass in any British University, an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who elects to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination,

will be permitted to present himself at the ensuing Certificate Examination at his College.

The following subjects for the second year will be formed into groups: (a) English; (b) Geography and History; (c) Algebra, Mensuration, and Geometry; (d) two Subjects of Science; (e) two Languages; (f) two of the following:—One Language, one Science, Economy. All Candidates must take group (a) English, and two other groups, but no more.

A Candidate, who fails at his first year's Examination to pass with credit in Mathematics, must take Mathematics as one group in his second year. He may take up either the first year's course again in his second year, or the second year's course; but in the former case the full marks for Mathematics will be 25 per cent. less than for the second year's papers.

Group (c). Algebra:—The first year's course, and permutations and combinations, the Binomial Theorem (positive integral indices only), logarithms, interest and annuities, and the solution of more difficult equations, and problems leading to such equations.

In 1895 *logarithms, interest and annuities will be omitted.*

Mensuration:—The first year's course, cylinders, spheres, cones and a few irregular solids.

In 1895 *irregular solids will be omitted.*

Geometry:—The first four books of Euclid, and the first seventeen propositions of the sixth book with simple deductions from the propositions and easy geometrical problems.

In 1895 *the propositions in the sixth book will be omitted.*

Groups (d) and (f). The Elementary Stages of two Subjects of Science are considered as equivalent to one Subject for the purpose of this rule.

Euclid's definitions will be required and no axioms or postulates except Euclid's may be assumed. The actual proofs of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which in Euclid's order occurs subsequently.

ENGLISH:—§ [100.] COMPOSITION § [30.]

1. Grammar, analysis, and paraphrase.
2. An intelligent acquaintance with the language, style, and subject matter of Shakespeare's "Hamlet," Tennyson's "The Coming of Arthur," and "The Passing of Arthur"; and the following 25 of Bacon's Essays:—1, 2, 4, 5, 9, 11, 14–19, 21, 24, 25, 27–32, 36, 38, 39, 50.

In 1895 *the books will be Shakespeare's "King Lear"; and the following* 12 *of Bacon's Essays:*—1, 2, 4, 5, 9, 11, 14–19.

3. To write plain prose upon a given subject.

GEOGRAPHY:—(Optional.) [75.]

1. Elementary knowledge of Physical Geography, with special reference to:—
   - (*a.*) Shape, size, and motions of the earth.
   - (*b.*) The atmosphere, rain, clouds, and vapour.
   - (*c.*) Winds, currents, and tides.
   - (*d.*) Causes which affect climate.
   - (*e.*) Effect of climate on industry, production, and national character.
   - (*f.*) Distribution of plants and animals.

2. General geography of North America.

Sketch maps, such as should be drawn by a teacher in the illustration of lessons, may be required of the Dominion of Canada.

1. *In* 1895 (*e*) *and* (*f*) *will be omitted*

2. *In* 1895 *the general geography of Europe, and maps of the British Isles.*

ENGLISH HISTORY (Optional) :—[75.]

1. General knowledge of the most memorable events of English History, from 1066 to 1815, and of their immediate causes and effects.

2. The History of England during the 17th century with special reference to :—

   (*a.*) Constitutional changes and most important laws.

   (*b.*) Military and naval operations abroad and at home.

   (*c.*) The industrial condition of the people.

   (*d.*) The literature of the period.

In 1895 *the special period will be* 1760–1820, *and the questions will refer to that period only.*

LANGUAGES :—(Optional.) [100 each.]

1. Latin.	4. German.
2. Greek.	5. Welsh.
3. French.	6. Hebrew.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College.

These papers will contain more difficult passages than those for Students of the First Year, for translation from and into English prose, with questions upon the construction of particular sentences.

In 1894 the passages will be taken from *Sallust*, "*Catiline*"; *Xenophon*, "*Hellenica*," *Book* 3; Sandeau, "Mademoiselle de la Seiglière"; Molière, "Le Misanthrope"; Schiller, "Thirty Years' War," Part II.; Schiller, "Der Graf von Habsburg," "Hoffnung," and "Das Lied von der Glocke." *Cymru Fu, first* 126 *pages*; *Book of Genesis.*

In 1895 *the passages in French and German will be taken from Malot* "*Capi et sa troupe*," *Épisode de* "*Sans famille*," *Goethe*, "*Hermann und Dorothea*"; *in Welsh and Hebrew from Oriau'r Hwyr* (*first* 62 *pages*), *by J. Ceiriog Hughes*; *Genesis, cc.* 27–50.

In each paper there will be also an easy unseen passage for translation into English from a prose writer.

ECONOMY :—(Optional) :—[100]

Elementary Questions in Political Economy.

DRAWING AND SCIENCES (Optional).
See p. 164.

If a Student takes up a Science subject in his first year, and fails to pass in it, he must, should he present himself in Science at all at the end of his second year, take up the subject in which he failed; but he may drop Science altogether in favour of another optional subject.

THIRD YEAR.

Part I.

No student will be examined unless the Principal certifies that he has spent at least 75 hours in the Practising Schools under proper superintendence during the third year.

Teaching a class in the presence of Her Majesty's Inspector. § [120.]

The Art, Theory, and History of Teaching. (Special subjects to be named from time to time.) [100.]

In 1893 and 1894 the special subjects are any two of the following:—

"The Life and Work of Dr. Arnold."
Quick's "Educational Reformers."
Bain's "Education as a Science."
"The Teacher's Handbook of Psychology," by Sully.

In 1895 *the special subject will be any* ONE *of these books.*

Part II.

N.B.—Students in Training Colleges who, in their Third Year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who may elect to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be permitted to present himself at the ensuing Certificate Examination at his College.

The Candidate will be examined in two of the following four groups:—

Group I.—English:—[100.]

History, Literature, and Biography (special subjects to be named from time to time). The special subjects for 1894 are:—
Hallam's "Constitutional History," Chapters XIII. to XVIII. inclusive.
Southey's "Life of Nelson."
Milton's "Samson Agonistes."

The special subject for 1895 *will be any two of these books.*

Group II.—Mathematics:—[100 each section.]

Algebra, Euclid I.–IV. and VI., Mensuration; Plane Trigonometry to the end of the solution of triangles; Elementary Statics and Elementary Dynamics.

In 1895 *the same with exception of Statics and Dynamics.*

Group III.—Languages:—[100 each.]

Two of the four languages, Latin, Greek, French, German. Easy passages will be given for translation from and into English, with questions on grammar, and on the construction of sentences.

Group IV.—Science:—[100 each.]

Two of the Sciences included in the Syllabus of the Science and Art Department, the Student taking the paper in Honours. No subject is to be taken up in the third year by a Student who has previously obtained Honours in that subject.

ADDITIONAL SUBJECTS.

I. Drawing. [200.]

The exercises for which marks may be obtained by Candidates for a Certificate are the following:—

(*a*) Freehand Drawing (Subject 2 *b*); [40].
(*b*) Model Drawing (Subject 3 *a*); [40].
(*c*) Shading from Casts (Subject 5 *b*); [40].
(*d*) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [60].
(*e*) Model Drawing with Chalk upon the Blackboard [20].

Marks are allowed for a First Class in (*a*) (*b*) (*c*) or (*e*) and for a pass in (*d*).

The passes and classes allowed as equivalents for (*a*) (*b*) (*c*) and (*d*) for the purposes of the Elementary Drawing Certificate (First Class) (*see* p. 62 of Science and Art Directory) are also allowed as equivalents in the Certificate Examination.

Drawing does not form part of the Certificate Examination. Annual examinations in drawing are held at each of the Residential Training Colleges shortly before the Certificate Examination. Acting Teachers and Students in Day Training Colleges must present themselves for examination at one of the Schools of Art or Art Classes in connexion with the Department of Science and Art. The date of the examination must be ascertained from the Secretaries of those Schools.

II. Science. [Advanced or Honours, 100; Elementary, 50.]

1. The subjects of Science for which marks may be obtained by Candidates for a Certificate are the following. The numbers are those of the Science Directory of the Science and Art Department. No Candidate may obtain marks for more than two subjects taken in the Advanced or Honours Stage, or one subject taken in either of these stages and two others taken in the Elementary Stage, except in the case of a Science taken in substitution for, or as an alternative to another subject as provided above*:—

I. Practical Plane and Solid Geometry. (This is counted as one of the subjects of Drawing.)
V. Mathematics.
VI. Theoretical Mechanics—(*a*) Solids, (*b*) Fluids.
VII. Applied Mechanics.
VIII. Sound, Light, and Heat—Elementary Stage. (*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
IX. Magnetism and Electricity.
X. and X*p*. Inorganic Chemistry (Theoretical and Practical).
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

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* N.B.—This limitation does not apply to Science Subject No. I., a pass in which is required for the Elementary Drawing Certificate (First Class).

Elementary Physics is allowed as an alternative to Subject VIII. or IX.

2. None of these subjects forms part of the Certificate Examination held by the Education Department.

3. Students in Residential Training Colleges are examined at their Colleges shortly before the Certificate Examination, but only in those of the above subjects for which a special course of instruction is provided in the Time Tables of the several Colleges, and all apparatus necessary for practical instruction is supplied.

4. Students in Day Training Colleges and Acting Teachers are examined at the ordinary May Examinations of the Science and Art Department.

5. Candidates obtain marks for success at the Examination open to them next preceding their Certificate Examination.

6. Students in a Residential Training College may not attend the May Examinations.

7. The Syllabus for the Examinations at the Training Colleges in all subjects, except Mathematics, is that for the May Examination given in Appendix D. to the Science and Art Directory. That for the Examination in Mathematics is given at pages 51 and 52 of the Directory.

8. No Candidate is allowed marks for a pass in the Advanced (or Honours) Stage of any subject other than Mathematics, unless he has been previously successful at the May Examination or at the Training College in at least the Elementary Stage of the subject.

REGULATIONS FOR STUDENTS AT DAY TRAINING COLLEGES.

1. The Department holds a special Examination in June or July for Students in Day Training Colleges. This Examination extends to all the subjects included in Part I., and must be taken by all Students alike. It will also include the "General paper" herein-after mentioned.

2. The year referred to in the Syllabus and notes thereto ("1894," "1895," &c.) is, in the case of Day Training Colleges, the academical year commencing in the month of September or October next preceding the commencement of the calendar year.

3. (*a.*) Students in Training Colleges, who in their first year, pass in any British University a preliminary or other Examination approved by the Department will not be required to present themselves for examination in those portions of Part II. of this Syllabus which were included in that University Examination.

(*b.*) Students in Training Colleges who, in their second year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

(*c.*) Students in Training Colleges who, in their third year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

4. In the case of Students, who do not offer an approved University Examination, the following conditions must be observed:—

(*a.*) The programme of studies and the names of the books prescribed in languages shall be communicated to the Department at the beginning of each Academical year, and approved, and the approved programme shall take the place of Part II. of the Syllabus for such Students.

(*b.*) No programme shall be approved that does not provide for instruction in Geography and History for those Students of the first year, who have not passed with exceptional credit in those subjects at the Queen's Scholarship Examination.

(*c.*) The Examination in the subjects of the approved programme held by the College authorities during, or at the end of, the Academical year shall take the place of the Certificate Examination in the subjects of Part II.

(*d.*) The worked papers, the questions set by the College authorities, and the marks awarded to each answer, and on the whole result of the Examinations, shall be submitted to the Department.

(*e.*) A General paper will be set to all such Candidates by the Department, in addition to those set by the College authorities.

This paper will include questions on English, Geography, History, and Arithmetic, and may be taken at the end of the first or of the second year. A Student failing in this paper at the end of the first year may take it again in the second year, but no Student can pass the second year examination for a Certificate without passing in this paper.

5. Students who offer an approved University Examination as an equivalent for Part II. of this Syllabus in their first, second, or third year, and who fail to pass that University Examination, will be judged by the papers worked in the Examination at their College referred to above (4 *c*).

EDUCATION DEPARTMENT, WHITEHALL.

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

[*All changes in this Syllabus for the years* 1894 *and* 1895 *are printed in italics.*]

SYLLABUS FOR WOMEN.—
DECEMBER 1894.

The Examination for Certificates in Residential Colleges and for Acting Teachers, will commence on Monday, the 10th of December 1894, at 2 p.m.

It is intended to provide in the Code that the Examination for Certificates in the year 1895 shall take place in June or July, instead of in December. The provisions for the 1895 Examination in this Syllabus are made subject to this change not being rejected by Parliament.

The requirements of the Syllabus for 1895 have accordingly been modified, and Candidates will find under each head to what portions of the subject the Examination will for that year be specially restricted.

It is proposed next year to insert provisions further limiting the number of Sciences for which marks may be obtained by any Candidate.

N.B.—See Articles 55–64 and 116–121 of the Code of 1893 for the general conditions under which Candidates are admitted to Examination.

The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a Certificate, are denoted by the mark §.

FIRST YEAR.

Part I.

Reading and Repetition from Memory:—§ [100].

To read with a distinct utterance, due attention to the punctuation, and just expression.

The Students of the first year and Acting Teachers taking first year papers will be expected to read passages from Scott's "Ivanhoe," and Shakespeare's "Julius Cæsar." The Inspector will hear each Student and Acting Teacher read from either of the books prescribed for her year, and also from another book which he may bring or choose.

In 1895, *the book will be Shakespeare's "The Merchant of Venice."*

All Students and Acting Teachers must have learned at least 300 lines from the works of Milton, Byron, Wordsworth, or Tennyson. Each Student will be called upon to repeat some part at the Annual Inspection of the Training College, and each Acting Teacher must do the same at the Annual Inspection of her School.

In 1895 *the number of lines will be* 200.

Penmanship:—§ [75]. Spelling § [100].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from dictation.
3. The general character of the writing in the Examination Papers will be considered in deciding upon the proficiency of Candidates in this subject.

School Management:—[80.]

1. The general principles of teaching.
2. The methods of teaching the elementary and class subjects and drawing. The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

*3. The training of the senses and the memory, and the order in which the faculties of children are developed.

4. Notes of Lessons.

* *In* 1895 *Section* 3 *will be omitted.*

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and Candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates.

Domestic Economy:—[75.]

1. Food.—Its composition and nutritive value. Its functions. The organs and processes of mastication and digestion.
2. Clothing.—Materials employed. Their cost, care, cleansing and use.

*3. The Home.—Its construction, furnishing, warming, lighting and cleanliness.

4. Fresh Air.—Its composition and uses. Means for securing proper ventilation. The organs and processes of respiration.

* *In* 1895 *Section* 3 *will be omitted.*

A Candidate who at her first year's Examination passes with credit in Domestic Economy may in her second year omit that subject, and may substitute for it a Language or a Science.

SEWING AND CUTTING OUT:—§ [100].

1. The repairing of any plain article of underclothing.

2. The drawing of diagrams on sectional paper—

A woman's chemise.
An infant's shirt.
*A pair of drawers for child of five.

†3. The cutting-out and making of two of the above garments.

4. The answering on paper of questions on needlework.

* *In* 1895 *this will be omitted.*
† *In* 1895 *one garment only.*

VOCAL MUSIC:—(Optional) [40].

Staff-notation.

1. Notes.

Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]

2. Time.

The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription from one time to another.

[3. Musical terms in common use.]

Tonic Sol-fa notation.

1. Notes.

The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. [The standard scale of pitch, and the relations (in pitch) of various keys.]

2. Time.

The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription of values by doubling, halving, &c.

[3. Musical terms in common use.]

The passages above enclosed in brackets will be omitted in 1895.

Part II.

N.B.—Students in Training Colleges, who in their first year pass in any British University a preliminary or other Examination approved by the Department, will not be required to present themselves for examination in those portions of Part II. of this Syllabus, which were included in that University Examination.

A Student who elects to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be permitted to present herself at the ensuing Certificate Examination at her College.

English:—§ [100]. Composition § [30].

1. Parsing, analysis, and the principles of grammar.
2. An intelligent acquaintance with the language, style, and subject matter of Tennyson's "Princess" and Macaulay's Essay on Moore's "Life of Byron."
3. To write plain prose upon a given subject.

In 1895 *the book will be "Selections from Tennyson," Parts* 1 *and* 2.

Geography and History:—

A Candidate, who has, at the Queen's Scholarship Examination in one of the two preceding years, passed with exceptional credit in Geography or History, is released from the obligation to take up the subject again at the first year's Examination, and may substitute for each subject in which she has so passed a Language or a Science.

Geography:—[75.]

1. Elementary knowledge of Physical Geography, with special reference to:—
   - (*a.*) Shape, size, and motions of the earth.
   - (*b.*) The atmosphere, rain, clouds, and vapour.
   - (*c.*) Winds, currents, and tides.
   - (*d.*) Causes which affect climate.
   - (*e.*) Effect of climate on industry, productions, and national character.
   - (*f.*) Distribution of plants and animals.
2. General Geography of the Continent of Asia.

Sketch-maps, such as should be drawn by a teacher in the illustration of lessons, may be required of Hindostan, Palestine, and China.

1. *In* 1895 (*e*) *and* (*f*) *will be omitted.*
2. *In* 1895 *the general geography of Europe, and maps of the British Isles.*

English History:—[75].

General knowledge of the most memorable events of English History, from 1066 to 1815, and of their immediate causes and effects.

In 1895 *the period* 1760–1820, *and the questions will refer to that period only.*

Arithmetic:—§ [100].

In arithmetic the use of algebraical symbols in the solution of questions is permitted.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Vulgar and Decimal Fractions.
4. Interest.

5. Simple and Compound Proportion.
6. Mental Arithmetic.

The papers will contain questions requiring an explanation of the arithmetical processes employed.

A Candidate, not exempt from the examination in Geography or History, may not, in her first year, take up more than two Languages, or two subjects of Science, or one Language and one subject of Science. The Elementary stages of two subjects of Science are considered as equivalent to one subject of Science for the purpose of this Rule.

LANGUAGES (Optional) :—[100 each.]

1. Latin.	4. Welsh.
2. French.	5. Hebrew.
3. German.	

In 1894 the passages will be taken from *Sallust, "Cataline," Chaps.* 1–39; Sandeau, "Mademoiselle de la Seiglière" Schiller, "Thirty Years' War," Part 2. *Cymru Fu, first* 126 *pages; Book of Genesis.*

In 1895 *the passages in French and German will be taken from Coppée, "Le Trésor"; Schiller, "Der Neffe als Onkel"; in Welsh and Hebrew from Cymru Fu, first half of the portion named above; Book of Genesis, cc,* 27–50.

In each paper there will also be an easy unseen passage for translation into English from a prose writer.

These papers will contain grammatical questions, and easy passages for translation from and into English.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College.

DRAWING AND SCIENCES (Optional).
See p. 178.

SECOND YEAR.

PART I.

READING AND REPETITION FROM MEMORY :— § [100].

To show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

The Students of the Second Year and Acting Teachers taking second year papers, will be expected to read passages from Cowper's "Task," and Carlyle's Lectures on "Heroes and Hero Worship." The Inspector will hear each Student and Acting Teacher read from either of these books, and also from one other book which he may bring or choose.

In 1895 *the book will be Shakespeare's "Merchant of Venice."*

[In Colleges attended by both Men and Women, the reading exercises may be taken either from the above list or from the list in the Syllabus for Men, at the discretion of the Principal.]

Each Student and Acting Teacher must have learned at least 300 lines from a play of Shakespeare. Each Student will be called upon to repeat some part at the Annual Inspection of the Training College; and each Acting Teacher must do the same at the Annual Inspection of her School.

In 1895 *the number of lines will be* 200.

PENMANSHIP :—§ [75]. SPELLING § [100].

As in First Year, but defects will be more severely visited with loss of marks.

SCHOOL MANAGEMENT:—[80.] TEACHING § [120].

1. To teach a class in the presence of Her Majesty's Inspector.
2. The different methods of organising and managing an Elementary School.
3. The form of School Registers, the mode of keeping them, and of making Returns from them.
4. The processes of reasoning; the formation of habits and character;—considered in their application to the methods of teaching and of moral discipline.
5. The laws of health as applied to school premises, scholars, and teachers.
6. Notes of Lessons.

*7. Quick's Essays on Educational Reformers, Chapters 13, 16, 17, and 18.

* *In* 1895 *Section* 7 *will be omitted.*

No Student of a Training College will be examined, unless the Principal certifies that she has spent at least 150 hours in the Practising and Model Schools, under proper superintendence, during the period of training, and at least half of that time during her second year.

DOMESTIC ECONOMY:—[75.]

1. The choice, preparation and due economy of articles of food in common use.
2. The preparation of food for the sick.
3. Household management.

*4. Expenses and investment of money.

* *In* 1895 *Section* 4 *will be omitted.*

SEWING AND CUTTING OUT:—§ [125.]

1. The higher branches of plain needlework. These include tucking, whipping, and feather stitching; the repairing of linen and print, and darning in stocking-web stitch.
2. The drawing of diagrams on sectional paper—

   *A woman's nightdress.
   A boy's shirt.
   A child's muslin pinafore.

†3. The cutting-out and making of one of the above garments, and the cutting out and tacking together of the other two garments.

4. The answering on paper of questions on needlework.

* *In* 1895 *this will be omitted.*
† *In* 1895, *of the other garment.*

VOCAL MUSIC (Optional):—[80.]

Staff notation.

1. Notes.
   Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. [Transposition.]
2. Time.
   The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of bars. [Transcription from one time to another.]
3. Musical terms in common use.

4. The compass and registers of the various voices of men, women and children ; [general rules relating to voice training.]

Tonic Sol-fa notation.

1. Notes.
   The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.
2. Time.
   All the measures in common use. Division of pulses into thirds and quarters. [Transcription of values by doubling, halving, &c. Accent and syncopation.]
3. Musical terms in common use.
4. The compass and registers of the various voices of men, women, and children ; [general rules relating to voice training.]

The passages above enclosed in brackets will be omitted in 1895.

NOTE.—A paper on this subject is not given to any Student about to leave the Training College, who has not passed the Musical Inspector's examination in practical skill. Acting Teachers who take this paper must produce a Certificate from some competent person (such as the organist of their Church) that they have "such an amount of musical skill, vocal or instrumental, "as is sufficient for the purpose of teaching children to sing "from notes."

PART II.

N.B.—Students in Training Colleges, who, in their second year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who elects to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be permitted to present herself at the ensuing Certificate Examination at her College.

ENGLISH :—§ [100]. COMPOSITION § [30].

1. Grammar, analysis, and paraphrase.
2. An intelligent acquaintance with the language, style and subject matter of Shakespeare's "Coriolanus" and Dean Church's "Spenser."

In 1895 *the books will be Shakespeare's "King Lear," and the following* 12 *of Bacon's Essays, Nos.* 1, 2, 4, 5, 9, 11, 14–19.

3. To write plain prose on a given subject.

GEOGRAPHY (Optional) :—[75.]

The Geography, physical, political, and commercial, of the British Isles, Australia, and New Zealand. Sketch maps may be required.

In 1895, 1. *Elementary knowledge of physical geography, with special reference to—*

(*a*) *Shape, size, and motions of the earth.*
(*b*) *The atmosphere, rain, clouds, and vapour.*
(*c*) *Winds, currents, and tides.*
(*d*) *Causes which effect climate.*

2. *General Geography of Europe, with maps of the British Isles.*

ENGLISH HISTORY (Optional) :—[75.]

The History of England during the Tudor period with special reference to :—

(*a.*) Constitutional changes and most important laws.
(*b.*) Military and naval transactions abroad and at home.
(*c.*) The industrial condition of the people.
(*d.*) The literature of the period.

In 1895 *the period will be* 1760–1820, *and the questions will refer to that period only.*

ARITHMETIC :—§ [100].

In arithmetic the use of algebraical symbols in the solution of questions is permitted.

Application of former rules; with Discount, Stocks, Insurance, and the extraction of the Square Root.

The paper will contain questions requiring an explanation of the arithmetical processes employed.

The paper will contain alternative questions on Elementary Algebra.

These questions will not extend beyond the four simple rules, involution, algebraic fractions, and simple equations of one unknown quantity.

A Candidate may not in her second year take up more than two languages, or two subjects of Science, or one language and one subject of Science, unless in substitution for Domestic Economy, Geography, or History, as provided above. The elementary stages of two subjects are considered as equivalent to one subject of Science for the purpose of this Rule.

LANGUAGES (Optional) :—[100 each.]

1. Latin.
2. French.
3. German.
4. Welsh.
5. Hebrew.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College.

These papers will contain more difficult passages than those for Students of the First Year, for translation from and into English prose, with questions upon the construction of particular sentences.

In 1894 the passages will be taken from *Sallust*, "*Catiline*"; Sandeau, "Mademoiselle de la Seiglière"; Molière, "Le Misanthrope"; Schiller, "Thirty Years' War," Part 2.; Schiller, "Der Graf von Habsburg," "Hoffnung"; and "Das Lied von der Glocke." *Cymru Fu, first* 126 *pages; Book of Genesis.*

In 1895, *the passages in French and German will be taken from Malot*, "*Capi et sa troupe*" *Épisode de* "*Sans famille*," *and Goethe*, "*Hermann und Dorothea*"; *in Welsh and Hebrew from Oriau'r Hwyr* (*first* 62 *pages*), *by J. Ceiriog Hughes; Genesis cc.* 27–50.

In each paper there will also be an easy unseen passage for translation into English from a prose writer.

DRAWING AND SCIENCES (Optional).

See p. 178.

If a Student takes up a Science subject in her first year, and fails to pass in it, she must, should she present herself in Science at all at the end of her second year, take up the subject in which she failed; but she may drop Science altogether in favour of another optional subject.

THIRD YEAR.

Part I.

No student will be examined unless the Principal certifies that she has spent at east 75 hours in the Practising School under proper superintendence during the third year.

Teaching a class in the presence of Her Majesty's Inspector. § [120].

The Art, Theory, and History of Teaching. (Special subjects to be named from time to time.) [100].

In 1894 the special subjects are any two of the following :—

"The Life and Work of Dr. Arnold."
Quick's "Educational Reformers."
Bain's "Education as a Science."
"The Teacher's Handbook of Psychology," by Sully.

In 1895 *the special subject will be any* ONE *of these books.*

Part II.

N.B.—Students in Training Colleges, who, in their Third Year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who may elect to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be permitted to present herself at the ensuing Certificate Examination at her College.

The Candidate will be examined in two of the following four groups :—

GROUP I.—ENGLISH :—[100].

History, Literature, and Biography (special subjects to be named from time to time). The special subjects for 1894 are :—
Hallam's "Constitutional History," Chapters XIII. to XVIII. inclusive.
Southey's "Life of Nelson."
Milton's "Samson Agonistes."

In 1895 *the special subject will be any two of these books.*

GROUP II.—MATHEMATICS :—

(*a.*) Algebra and Mensuration. [100.]

Algebra; the four simple rules, involution, evolution, common measures, common multiples, fractions, surds, ratio, proportion, variation, progressions, simple equations and easy quadratic equations of one or two unknown quantities, and problems leading to such equations.

Mensuration; plane rectilineal figures and the circle.

In 1895 *variation and progressions will be omitted.*

(*b.*) Euclid. [100.]

The first three books, with simple deductions from the propositions and easy geometrical problems.

In 1895 *the first two books of Euclid.*

Euclid's definitions will be required and no axioms or postulates except Euclid's may be assumed. The actual proofs of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which in Euclid's order occurs subsequently.

GROUP III.—LANGUAGES:—[100 each.]

Two of the three languages, French, Latin, and German. Easy passages will be given for translation from and into English, with questions on grammar, and on the construction of sentences.

GROUP IV.—SCIENCE:—[100 each.]

Two of the Sciences included in the Syllabus of the Science and Art Department, the Student taking the paper in Honours. No subject is to be taken up in the third year by a Student who has previously obtained Honours in that subject.

ADDITIONAL SUBJECTS.

I. Drawing. [200.]

The exercises for which marks may be obtained by Candidates for a Certificate are the following :—

(*a*) Freehand Drawing (Subject 2 *b*); [40].
(*b*) Model Drawing (Subject 3 *a*); [40].
(*c*) Shading from Casts (Subject 5 *b*); [40].
(*d*) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [60].
(*e*) Model Drawing with Chalk upon the Blackboard [20].

Marks are allowed for a First Class in (*a*) (*b*) (*c*) or (*e*) and for a pass in (*d*).

The passes and classes allowed as equivalents for (*a*) (*b*) (*c*) and (*d*) for the purposes of the Elementary Drawing Certificate (First Class) (*see* p. 62 of Science and Art Directory) are also allowed as equivalents in the Certificate Examination.

Drawing does not form part of the Certificate Examination. Annual examinations in drawing are held at each of the Residential Training Colleges shortly before the Certificate Examination. Acting Teachers and Students in Day Training Colleges must present themselves for examination at one of the Schools of Art or Art Classes in connexion with the Department of Science and Art. The date of the examination must be ascertained from the Secretaries of those Schools.

II. Science. [Advanced or Honours, 100; Elementary, 50.]

1. The subjects of Science for which marks may be obtained by Candidates for a Certificate are the following. The numbers are those of the Science Directory of the Science and Art Department. No Candidate may obtain marks for more than two subjects taken in the Advanced or Honours Stage, or one subject taken in either of these stages and two others taken in the Elementary Stage, except in the case of a Science taken in substitution for, or as an alternative to another subject as provided above* :—

I. Practical Plane and Solid Geometry. (This is counted as one of the subjects of Drawing).
V. Mathematics.
VI. Theoretical Mechanics—(*a*) Solids; (*b*) Fluids.
VII. Applied Mechanics.
VIII. Sound, Light, and Heat—Elementary Stage. (*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
IX. Magnetism and Electricity.
X. and X*p*. Inorganic Chemistry (Theoretical and Practical).
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

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* N.B.—This limitation does not apply to Science Subject No. I., a pass in which is required for the Elementary Drawing Certificate (First Class).

Elementary Physics is allowed as an alternative to Subject VIII. or IX.

2. None of these subjects forms part of the Certificate Examination held by the Education Department.

3. Students in Residential Training Colleges are examined at their Colleges shortly before the Certificate Examination, but only in those of the above subjects for which a special course of instruction is provided in the Time Tables of the several Colleges, and all apparatus necessary for practical instruction is supplied.

4. Students in Day Training Colleges and Acting Teachers, are examined at the ordinary May Examinations of the Science and Art Department.

5. Candidates obtain marks for success at the Examination open to them next preceding their Certificate Examination.

6. Students in a Residential Training College may not attend the May Examinations.

7. The Syllabus for the Examinations at the Training Colleges in all subjects, except Mathematics, is that for the May Examination given in Appendix D. to the Science and Art Directory. That for the Examination in Mathematics is given at pages 51 and 52 of the Directory.

8. No Candidate is allowed marks for a pass in the Advanced (or Honours) Stage of any subject other than Mathematics, unless she has been previously successful at the May Examination or at the Training College in at least the Elementary Stage of the subject.

REGULATIONS FOR STUDENTS AT DAY TRAINING COLLEGES.

1. The Department holds a special Examination in June or July for students in Day Training Colleges. This Examination extends to all subjects included in Part I., and must be taken by all Students alike. It will also include the "General paper" herein-after mentioned.

2. The year referred to in the Syllabus and the notes thereto ("1894," "1895," &c.) is, in the case of Day Training Colleges, the academical year commencing in the month of September or October next preceding the commencement of the calendar year.

3. (*a.*) Students in Training Colleges who in their first year pass in any British University a preliminary or other Examination approved by the Department will not be required to present themselves for examination in those portions of Part II. of this Syllabus which were included in that University Examination.

(*b.*) Students in Training Colleges who, in their second year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

(*c.*) Students in Training Colleges who, in their third year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

4. In the case of Students, who do not offer an approved University Examination, the following conditions must be observed :—

(*a.*) The programme of studies and the names of the books prescribed in languages shall be communicated to the Department at the beginning of each Academical year, and approved, and the approved programme shall take the place of Part II. of the Syllabus for such Students.

(*b.*) No programme shall be approved that does not provide for instruction in Geography and History for those Students of the first year, who have not passed with exceptional credit in those subjects at the Queen's Scholarship Examination.

(*c.*) The Examination in the subjects of the approved programme held by the College authorities during, or at the end of, the Academical year shall take the place of the Certificate Examination in the subjects of Part II.

(*d.*) The worked papers, the questions set by the College authorities, and the marks awarded to each answer, and on the whole results of the Examinations, shall be submitted to the Department.

(*e.*) A General paper will be set to all such Candidates by the Department, in addition to those set by the College autho-

rities. This paper will include questions on English, Geography, History, and Arithmetic, and may be taken at the end of the first or of the second year. A Student failing in this paper at the end of the first year may take it again in the second year, but no Student can pass the examination for a Certificate without passing in this paper.

5. Students who offer an approved University Examination as an equivalent for Part II. of this Syllabus in their first, second, or third year, and who fail to pass that University Examination, will be judged by the papers worked in the Examination at their College referred to above (4 *c*).

EDUCATION DEPARTMENT.

Regulations relating to the Examination of Candidates for admission into Training Colleges, and for the Office of Assistant Teacher, called the Queen's Scholarship Examination. 1894.

The Examination for admission into Training Colleges, and for the Office of Assistant Teacher, called the Queen's Scholarship Examination, will be held on the first Wednesday after the 2nd of July (4th July 1894) and also on the 19th of December 1894, at each of the Residential Training Colleges, and at such other Centres as may be necessary.

1. Candidates cannot be admitted to the Examination unless application has been made to the Department on their behalf before the 1st of May in the case of the July, and before the 1st of October in the case of the December Examination.

2. Candidates desirous of being examined at a Training College must make their own arrangements for securing a seat with the authorities of the College. To those who do not desire to sit for examination at a College, a choice of Centres is offered; the exact address of the place of examination at the Centre selected will be communicated to each candidate as early as possible in the month preceding that in which the Examination is held.

3. Candidates who have not been Pupil Teachers must be over eighteen years of age on the 1st of January or 1st of July next following the date of their Examination in July or December respectively.

4. Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined.

5. Candidates employed in Public Elementary Schools must be reported on by their managers as to their physical fitness for the profession of teacher; those not so employed must produce a medical certificate to that effect.

6. Copies of the papers set at previous Examinations may be obtained from Messrs. Eyre & Spottiswoode or through any bookseller, price 6*d.* each.

7. Candidates are informed by letter from the Department of the result of their Examination, and those who obtain a place in the First or Second class are eligible for admission as Queen's Scholars to a Day or Residential Training College for a period of training commencing with the Academical year next succeeding the date of the Queen's Scholarship Examination.

8. For the purposes of Articles 48 (*d*) and 115 (*a*) the Examinations in July and December 1894 will be counted as one and the same Examination.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A. COMPULSORY SUBJECTS.

1. Reading and Repetition. [45 each.]

To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare or Milton with clearness and force, and knowledge of meanings and allusions.

In Welsh districts 50 lines of Shakespeare or Milton may be taken with 50 lines from a standard Welsh author, with translation from Welsh to English and vice versâ.

The passages for repetition must be of a secular character.

N.B.—Candidates employed in Public Elementary Schools must perform these exercises at the inspection of their school next preceding the Examination at which they wish to present themselves. Other candidates will be heard and marked at the place of Examination. No marks are carried forward from one Examination to another.

2. Writing. [60.]

To set copies in large and small hand. To write legibly.

3. Spelling. [50.]

To write correctly a passage dictated by the Inspector.

4. Grammar and Composition. [70.]

Paraphrase of a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes, and terminations, both Latin and English.

* Outline of the history of English language and literature.

In Welsh districts the sentences set for parsing and analysis may be partly Welsh; knowledge of Welsh roots, prefixes, and terminations may be required, and written translations from Welsh into English.

* This section will be omitted at the December Examination.

Alternative Latin. [70.]

To show a fair knowledge of Latin Grammar and Composition, and to translate a passage from Virgil's Æneid, Book I.*

Candidates, who select Latin instead of English, cannot also take Latin as a language.

* The first 580 lines only at the December Examination.

5. Arithmetic. [70.]

Practice, Tradesmen's and Household accounts.

Measures and Multiples. Vulgar and decimal fractions with their applications.

Proportion, with its application to Interest, Averages, Per-centages, and Stocks. Extraction of Square Root.

The papers on Arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

6. Algebra and Mensuration. [90.]

Men only.

Algebra. The four simple rules, G.C.M., L.C.M., fractions, square and cube root, simple equations of one or two unknown quantities, and quadratic equations of one unknown quantity, with easy problems leading to any of these equations.

Mensuration of plane surfaces.

7. Euclid. [70.]

Men only.

Euclid, Books I. and II., with simple deductions.

8. Geography. [70.]

Physical, political, and commercial geography of the World, with a more particular knowledge of that of the British Empire.

The map set will be of some part of the British Empire.*

In Welsh districts some of the questions set will relate to Welsh geography and Welsh industries.

* At the December Examination the map set will be of some part of the British Isles.

9. History. [70.]

British and English history from Julius Cæsar to the present time, with a special knowledge of the reign of Charles I.

In Welsh districts some of the questions set will relate to Welsh history.

At the December Examination, English history from 1603 to the present time, with a special knowledge of the reign of Charles I.

10. Teaching. [80.]

To give a collective or class lesson on any subject taught in Elementary Schools. (An object lesson may be required.)

Marks for giving a lesson can only be obtained by candidates employed as teachers in Public Elementary Schools. The lesson must be given at the Inspector's visit to the school next preceding the Queen's Scholarship Examination.

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

In Welsh districts additional credit will be given (in the class teaching lesson) for ability shown in utilising the children's knowledge of Welsh for the acquisition of English, or the fuller understanding of the English lesson.

Girls may be required to give a lesson in needlework suitable for any prescribed standard.

11. School Management. [60.]

Notes of lessons.

The methods of teaching the elementary and class subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

12. Needlework. [100.]

Women only.

1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurement, of a girl's chemise, drawers, and flannel petticoat.

13. Domestic Economy. [60.]

Women only.

Food; its functions and preparation.

Clothing and Washing.

Rules for warming, cleaning, and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

B. OPTIONAL SUBJECTS.

1. Music.

(*a.*) *Theory of.* [30.]

Candidates may work the paper in either notation but not in both.

Staff Notation:

All the major and minor scales and signatures. Common musical terms. Chromatic intervals. Easy transposition. Syncopation. Compass of voices.

Tonic Sol-fa Notation:

The major and minor modes. Common musical terms. Chromatic intervals. Syncopation. Compass of voices.

(*b.*) *Practical Music.* [20.]

Graded tests in tune, time, and ear training, based upon the requirements for the various school divisions. The highest marks will be given to candidates able to sing at sight passages combining the time and tune required above, and to tell ear exercises freely.

(i.) Candidates may take theory of music without also taking practical music.

(ii.) The tests can be sung from the staff or tonic sol-fa notation at the option of the candidate.

(iii.) It will suffice if each candidate is tested in time and one other point (song, note, or ear).

2. Languages. [60 each.]

Grammatical questions and easy passages for translation from English into the language chosen, and into English from the following books:—

(i.) Latin, 1894.—Cæsar, de Bello Gallico, lib. I.
(ii.) Greek, 1894.—Xenophon, Anabasis, lib. I.
(iii.) French, 1894.—X. de Maistre. La Jeune Sibérienne.
(iv.) German, 1894.—Hauff, Die Karavane.
(v.) Hebrew, 1894.—First Book of Kings.
(vi.) Welsh, 1894.—Drych y Prif Oesoedd, Part I.

In each paper there will also be, at the July but not at the December Examination, an easy unseen passage for translation into English from a prose writer.

Marks may be obtained for any one of the above languages, but not for more than one. Candidates taking Latin as an alternative for English Grammar and Composition may not take Latin also as a language.

3. Sciences.

Elementary Stage. [30.]
Advanced Stage. [I. 50, II. 40.]

(i.) (a) Mechanics of Solids.
(b) Mechanics of Fluids.
(ii.) Chemistry.
(iii.) Animal Physiology.
(iv.) (a) Sound.
(b) Light.
(c) Heat.
(v.) Magnetism and Electricity.
(vi.) Physiography.
(vii.) Botany.
(viii.) Principles of Agriculture.
(ix.) Hygiene.
(x.) Physics.

No papers in Science are set at the Queen's Scholarship Examination. But marks counting in that Examination can be obtained by success at one of the May Examinations of the Science and Art Department held in the same year as the candidate's Examination for the Scholarship or the preceding year. (For information as to the places and times of these Examinations, and for a detailed syllabus of each Science, see the Science and Art Directory.)

Marks may be obtained for any one of the above Science subjects (the subdivisions (a) (b) and (c) of (iv.) counting each as one subject in the advanced stage, but together as one subject in the elementary) but not for more than one.

4. Drawing. [100.]

(a.) Freehand. (Subject 2b.) [20.]
(b.) Model. (Subject 3a.) [20.]
(c.) Shading from casts. (Subject 5b.) [20.]
} Elementary Stage.

(d.) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [40.]

Exercises in drawing are not given in the Queen's Scholarship Examination. But marks counting at that Examination can be obtained by success at any previous May Examination of the Science and Art Department. (For information as to the places and times of these Examinations, and as to the exercises required, see the Science and Art Directory.)

Pupil teachers, in schools in which an Examination in drawing is held, are examined at the Drawing Examination in their own schools, and not at the May Examination, unless they are attending School of Art or Art classes.

The exercises in the several branches may be taken in any order.

Marks are allowed for a 1st class in (a) (b) and (c) and for a pass in (d).

The passes and classes allowed as equivalents for (a) (b) (c) or (d) for the purposes of the Elementary Drawing Certificate (1st class) (*see* p. 62 of the Science and Art Directory) are also allowed as equivalents in the Queen's Scholarship Examination.

5. Other Subjects. [60.]

Marks are given for University Extension Certificates awarded during the year preceding the Queen's Scholarship Examination by the University of Cambridge, the University of Oxford, the Victoria University, and the Universities Joint Board of the London Society for the Extension of University Teaching, after examination by some competent examiner other than the teacher or lecturer, on a course of study including not less than 24 lectures and classes (of which the candidate claiming marks must have attended not less than 20) in one of the following subjects :—

(i.) A period of English literature, with special reference to the work of a standard author.
(ii.) A special aspect of British history, e.g., the history of Wales, Scotland, Ireland, the Colonies, or India, or some period of the Economic History of England.
(iii.) A special aspect of Geography, e.g., the history of Discovery.
(iv.) The elements of English architecture, with special reference to ancient buildings visited by the candidate.
(v.) Geology.
(vi.) Astronomy.
(vii.) Meteorology.

GENERAL REPORT, *for the Year* 1893, *by the* REV. T. W. SHARPE, C.B., *Her Majesty's Senior Chief Inspector, on the* SCHOOLS *in the* METROPOLITAN DIVISION, *comprising the District of the* SCHOOL BOARD FOR LONDON, *the county of* MIDDLESEX, *and part of* ESSEX.

MY LORDS,

I HAVE the honour to present the General Report on the Metropolitan Division for the year ending August 31, 1893.

Supply. The supply of London with certain exceptions is now fairly complete, but year by year several new schools, each accommodating 1,000 children, are rendered necessary by the annual growth of population. These additional schools are chiefly needed in an outer ring about four or five miles from the centre of London. But even in localities where the supply has been completed it is liable to be disarranged by two disturbing influences, the erection of artizans' dwellings, as at Millbank, where large blocks of dwellings are contemplated by the county council on the site of the old prison, and the change of feeling of parents in fairly easy circumstances as to the value of the education given in board schools.

Many parents also are probably tired of waiting for the advent of a secondary school-system in which England is far behind France and Germany.

The above-made statement as to the general supply of London rests mainly upon statistics, which claim to represent the accommodation of existing voluntary schools, reckoned upon the floor space of their schoolrooms and class-rooms at an allowance of 8 square feet per scholar. But from these totals some deductions should be made in each of the London districts for localities from which the population has ebbed or is ebbing, as in the neighbourhood of Covent Garden, and for unavailable space in ill-planned rooms which cannot be utilised for teaching without considerable structural alterations; not a few of this class were built long before the modern school buildings of an improved type.

As to the promptness with which a deficiency is supplied, my colleagues are agreed that there is unnecessary delay in recognising the need of building, in getting out plans, and, lastly, in completing the buildings.

The generally correct basis upon which the board relies for its calculations of supply leads to results which do not always fairly represent the actual needs of a locality; a deficiency of accommodation in one large block of streets is supposed to be met by a surplus in a neighbouring block; but if this surplus lies at the side of the second block remote from the first it ought to be taken into account only partially as available for the ascertained deficiency. On the whole this basis of calculation has worked satisfactorily; but it happens not unfrequently that a difficulty of access to the site selected, the crossing of crowded thoroughfares, some want of proportion in the departments of an existing voluntary school which perhaps provides well for the boys, and only moderately for the girls and infants, or *vice versâ*, payment of fees, or other disturbing causes may derange the ordinary method of calculating supply. Again, in certain districts, where the deficiency of accommodation though real is small and not capable of exact calcu-

lation, a temporary iron building of a sufficiently substantial character or the conversion of two or three contiguous houses into a temporary school, is the readiest and most economical plan of testing the real deficiency; even a small number of children should not be left for a year or for a succession of years without the school places which the Education Act of 1870 was intended to secure for them.

Mr. Synge, Hackney.

"The supply of school accommodation is as yet incomplete, and serious inconvenience and neglect of education has resulted from the deficiency. I hope that plans are being made for meeting the greater part of the deficiency, but I wish the interval were not so long between the making of a plan and its accomplishment."

Mr. Currey, Southwark.

"The enlargements and additions completed or contemplated by the school board and by managers of voluntary schools will go far to supply the deficiency of school accommodation, which continues to be caused by the erection of artizans' dwellings. It is still common to find overcrowded rooms, especially in infants' departments; the instruction of two classes in one room is a severe strain on the health and voice of the teachers, especially where noisy simultaneous methods prevail. It would be well if the large rooms of voluntary schools were more frequently divided by sliding glass partitions. Serious defects have been found in the sanitary condition of several schools."

Mr. Helps, Chelsea.

"That the accommodation in Fulham is not sufficient is shown by the fact that the board is now asking the Department to sanction the enlargement of two schools in this part of the district which have been only recently opened. This practice of building a school for 1,100 children, and then as soon as it is finished adding from 400 to 600 places seems to me open to serious objections. A site suitable for a school of 1,200 children is not suitable for one of 1,600, and the result of this enlargement is the curtailment of playgrounds.

"I doubt whether the accommodation in the Notting Hill district is sufficient, and I consider that the enlargement of the infant departments of the Oxford Road Board School is necessary. In Hammersmith the need of a school at Brook Green has, in my opinion, been clearly proved.

"Children mentally and physically weak are to be found in considerable numbers in the poorer parts of the district, and I hope the board may be able ere long to give us special schools for such children.

"There is, I believe, a very small deficiency at Hendon, but this will be amply provided for by the enlargement of the national school which is now being carried out."

Mr. Du Port, East Lambeth.

"The actual carrying out of supply in East Lambeth is sometimes most disappointingly slow; a long time elapses from the first proposal to the date that witnesses the rising of the first course of bricks. Certain neighbourhoods that appeared to be above the need or use of board schools are beginning to use them. These social classes are learning that such sound teaching cannot generally be obtained by them elsewhere, and now that in board schools education is everywhere free, their desire has been very decidedly quickened; on the other hand some of our neighbourhoods have been going down in the social scale, and thus a poorer population is replacing, or has replaced, in some districts wealthier residents. Besides, there is a tendency in our poorer parts to pull down small houses and to build model dwellings capable of accommodating two or three times the previous population. All this prevents finality of school supply in central South London."

Mr. Field, Edmonton.

"In the rural part of the district the accommodation is on the whole adequate. In Enfield parish an inquiry has resulted in the declaration by the Department of a considerable deficiency. In Tottenham the supply is never quite equal to the demand, but the board are doing their best to meet the prodigious increase of population. Two new schools, each for 1,300 children, are approaching completion, and will be opened early in 1894. Plans have been approved and tenders invited for a third to accommodate 1,200; there can be little doubt that others will be needed immediately. The most pressing work is a building at Wood Green, to replace the unsatisfactory premises now used for two upper grade schools. The growth of population is far less rapid than that of Tottenham, though no less steady."

Mr. Fitzmaurice, Marylebone.

"In March 1893 there appeared to be a large excess of existing school places in this district; but it is larger on paper than in reality:—

"1st. Because desk accommodation and space that can be utilised for desk accommodation fall short of the accommodation credited to schools based on superficial area.

"2nd. Because some schools charge high fees.

"3rd. Because denominational teaching limits attendance at certain schools. How far supply may be further affected by petitions for free places, I cannot say."

"As regards school supply in Finsbury no new buildings, as far as I am aware, are in course of erection by voluntary managers. Some few, however, are being improved by the provision of cloak-rooms; any addition to existing schoolrooms being, as a rule, impossible of acquisition. Such provision has in some cases been effectively and sufficiently made by boarding off a portion of a schoolroom. The additional board school accommodation which has been provided in Finsbury since I took charge of it consists of—(1) additional rooms at Wellington Road, (2) a new storey at Pakeman Street, (3) the Hugh Myddelton School. Mr. Balmer, Finsbury.

"The provision of the Hugh Myddelton School has enabled the board to close two *temporary* schools in its immediate neighbourhood, viz., the Farringdon Road and St. James' Walk School. "Temporary" has, in the former case, been interpreted to mean, I believe, between seven and eight years. The building was most unsuitable in every way.

"The northern part of the district is separated from Hornsey School Board by an irregular line. Owing, I understand, to the failure of the Hornsey Board to provide sufficient accommodation, a great many Hornsey children were for a time attending Finsbury schools. But this has been now forbidden by the London Board, which needed all the space of its own schools for Finsbury children."

"In most of the 26 divisions of this district there is an excess or defect of school places, but apparently there is an excess of 2,000 school places on the whole, and the districts showing excess or defect are fairly intermingled. When children are free to attend any school they please exact calculations are impossible. Only in Millwall is there certainly need for increased school accommodation for younger children. Had there not been every prospect of an enlargement of St. Luke's excellent school, the board would have taken earlier action. I trust they will not further delay. Wapping and Orchard House Place are, so far as increased school accommodation is concerned, fitly left to the discretion of the board. Glaucus Street, with its unsavoury surroundings, is to be abandoned, and enlargement effected at the popular Thomas Street School. Priory Street Temporary School for boys is at some future time to develop into a large school in three departments. St. Leonard's Road is to be enlarged, and 400 places are to be added in Stepney. There are great difficulties in carrying out these works, but the slowness with which all such work is taken in hand is not creditable to the board." Mr. Aldis. Tower Hamlets.

"The main features of the West Ham district remain the same. There is the same remarkable growth and the same difficulty in keeping pace with the requirements. The various boards are doing their best. During the current year six large board schools will be opened in various parts of the district. In the case of two voluntary schools notice has been given that they will be closed after the next inspection." Mr. Rankine, West Ham.

"As many as 15 schools have been altered or enlarged to afford better accommodation for infants. Many new schools have been erected; those provided by the Southend and Hornchurch Boards are very handsome. The endeavours of the managers to improve these schools is particularly laudable in view of the general depression in agriculture." Mr. Bernays, Chelmsford.

"There are now neither Wesleyan nor British schools in this district. The last British school, the 'Herolds,' has lately been handed over to the board. The board schools have sufficient staffs of competent teachers, but, as has been frequently noticed, the distribution of the staff is not always judicious; the Church of England managers are usually able, by means of their endowments, to obtain the services of very efficient teachers; while the Roman Catholic schools, the only remaining class in the district, are able to obtain the services of religious communities for their girls' and infants' schools, and can maintain a good staff at a minimum of expenditure. The boys' departments are comparatively weak, but the managers seem to feel the necessity of doing more for them, and improvement may shortly be expected. Great improvements have been effected in the premises of Roman Catholic schools. New buildings have been erected at St. George's and Paradise Street at considerable expense. Several board schools have been, or are being, enlarged." Mr. Currey, Southwark.

The searching and long-needed inquiry which is being made into the state of school buildings has brought to light a large number of serious defects; nearly all of these can be remedied without any violent structural alterations. Some slight structural additions have been required in many cases as regards the size of the offices and the enlargement or provision of decent cloak-room accommodation, and the Buildings, playgrounds, and drill.

lighting and ventilation have in some instances been found deficient. But upon the whole there has been no serious disturbance of existing arrangements; steady improvements have always been going on, and in almost every instance the managers of Westminster schools have with very few exceptions met suggestions for improvement in the readiest spirit of thoughtful provision for the welfare of the children. The two chief offenders seven years ago were the wealthy parishes of St. James (Piccadilly) and St. George (Hanover Square); both schools are now housed in commodious and well-found buildings.

But the chief want of Central London is proper playground accommodation; games are out of the question, and there is scarcely space for drill. Yet there are very few schools in London in which some form of drill has not been adopted. The chief varieties are musical drill, Swedish drill, adaptations of Swedish drill, and military drill. The first consists almost entirely of arm exercises; it is pretty but unscientific, and confined mostly to infant schools, chiefly because it is thought by some that Swedish drill requires in some of the exercises greater muscular effort than the undeveloped frames of very young children can well bear. Swedish drill requires a playground or central hall for its full development, and for this reason an adaptation of the drill to the confined space of a schoolroom encumbered with desks and benches has been found necessary in schools which do not possess fair-sized playgrounds. The Swedish drill in many girls' schools and the military drill in some boys' schools are admirable, and the effect produced upon the carriage and discipline of the scholars is remarkable. Excellent drill has been produced under the most unfavourable conditions of limited space, and playgrounds which are little better than large yards have been successfully utilised. In the congested parts of London playgrounds are of course difficult to obtain owing to the prohibitive price of land, but even a yard which will not hold the whole of a school might be used (of course with certain restrictions as to noise) every morning between 10.30 and 11 for a succession of classes. In the whole of the Westminster district there are not more than four or five schools that are equipped with good playgrounds; in the crowded neighbourhoods the board schools possess external spaces which are little better than large yards, and the voluntary schools, as a rule, have no playground worthy of the name. These small playgrounds are not designed for organised games out of school hours, but for recreation and fresh air during school hours; even in the largest of our London playgrounds the great number of scholars is a bar to healthy running and to games which can be played by any large number of boys. Happily in most parts of London there is a park or some open space where older scholars may have greater freedom out of school hours, but in school time even the smallest space, if it is only a large yard, should be utilised for fresh air, for refreshing the lungs and regaining the temper. The Code provides that the recreation to be taken in the course of a meeting of three hours should never *exceed* a quarter of an hour. The managers on their side should lay down a rule that the recreation should never be *less* than a quarter of an hour; the time occupied in taking caps and coats, in leaving the room, and in returning to the cloak-room absorbs a considerable part of a quarter of an hour, but sufficient would still be left for a good breath of fresh air.

Mr. Willis: "The chief difficulties that have occurred to me in the matter of structural defects are—(1) thinness of walls; (2) want of playgrounds. An undue thinness of brickwork often co-exists with and is, therefore, the probable cause of complaints as to variation of temperature, both in summer and in winter, and should be treated as a capital defect. The want of playgrounds is a greater evil than managers will often

allow, if they point triumphantly to some open space as meeting all demands; whereas it is useless for meeting many of the purposes of a playground, *e.g.*, assembling and drilling of infant classes; and older scholars are exposed to the bullying and bad influence of the loafers who frequent such public places. As a general rule I think a separate playground should be insisted on as a condition of grant after one or two years' grace. Not a few of the structural defects are owing to the fact that the buildings were designed for a double use, *e.g.*, a school and a parish room; a general rule might be adopted that where the population is over, say, 800, the school buildings must be constructed for the purposes of education only."

"The managers of voluntary schools are making great efforts to bring their schools up to modern requirements. Some playgrounds are far from level, and others seem to be deliberately planned so that there shall be an undulating surface. Such a surface makes running dangerous and interferes with the proper use of a playground. Where schools are placed close to a main thoroughfare with heavy traffic wooden pavement should be laid down in the road." Mr. Helps.

"The new type of board schools leaves little to be desired; the older schools exhibited certain defects, such as want of light in special rooms or corners; defective warming, as in a school in which in February we had to commence work at 9.30 a.m. at a temperature of 39½° in certain rooms, reaching at midday a maximum of about 47°; isolated cases of defective drains; but all these points have sooner or later been dealt with by the board and duly remedied. In the older buildings some of the class-rooms are too small for the size of the classes of the school, *e.g.*, in class-rooms intended for 40 there are classes ranging from 60 to 90. Mr. Du Port.

"All managers, whether of board or voluntary schools, should let these structural arrangements have their full weight when making their arrangements as to the staff. The far too common tendency to estimate staff by the mere average totals involved and without full consideration of the special structural conditions of the case is dangerous; it risks overcrowding in small-sized rooms, and it risks the over-pressure of teachers.

"Voluntary schools have far more serious defects because they were built in many cases before the days of modern educational enlightenment. Not unfrequently they have no playground, sometimes their class-rooms are dark, low, and ill-ventilated; sometimes cloak-room accommodation is insufficient.

"There are many months during which, in London, schools are liable to gas-light work in the daytime. The arrangement of gas is therefore more important in London than in country places. But almost without exception the lighting of the school is arranged without any special regard to the situation of the desks or galleries at which the children are sitting."

"Buildings erected, when there was little previous experience by which to profit, often exhibit wasteful planning and defects of light and of ventilation, and in these respects the older voluntary schools in Tottenham, Edmonton, and Enfield are often faulty. It is unfortunate, too, that many buildings of more modern date have been constructed to serve a double purpose. From the first they are not satisfactory either as places of worship or as school premises; but whereas in their former capacity they are sooner or later replaced, they go on as schools for ever. The board school buildings are in general very satisfactory." Mr. Field.

"A great improvement has no doubt taken place in the 'amenities' of the school-room. Flowers, pictures, casts, drawings, specimens of varied kinds, kindergarten objects, brighten many rooms. Mr. Fitz-maurice.

"As a rule it is the infant's departments of a school which is thus conspicuous, and great credit is due to the teachers for making their schoolrooms attractive."

"The walls of the schoolrooms are brightened with pictures. These are not so useful educationally as they might be. It is a pity that so many publishers buy their pictures abroad. The consequence is that the scenes depicted have an unfamiliar look. Our peasants do not smoke long china pipes, nor is our harvest as a rule in June, nor did I ever see in this country a grouse perched on a tree. There is a fish, too, with a beard, no doubt a capital subject for an object lesson, but I have not found the teacher who can tell me its name. The best pictures, both as works of art and for teaching purposes, are not unfrequently coloured illustrations from the Christmas numbers and the show cards of some of our great firms." Mr. Rankine.

"There is a serious difficulty about the separate class-room system. It is often impossible to arrange children of a school into separate classes each of which shall correspond in size to the number for which a class-room is intended. As a result of this impossibility it is a common thing to find either that three children are crowded into a desk designed for two, or that additional desks are brought into a class-room and then arranged in rows seven or eight deep in contravention of the building plan. The space in front of a class is unduly diminished, and the teacher has to make extra exertion in carrying her voice to the back of the class, and has Mr. Balmer.

greater difficulty in hearing the voices of children at the back, whilst they in turn have additional difficulty in seeing the blackboard owing to the greater number of intervening heads."

Mr. Synge. "The elaborate drill that has been to a considerable extent introduced in the London board school has to a great extent deposed drill from its proper function in school arrangements. A good many of the exercises and movements of the picked company of a school are no doubt conducive to good physical development; but for very young children, or for stupid and irregular children, both commands and movements are too complex."

Mr. Rankine. "In the infant and girls' schools some kind of drill, Swedish or other, is systematically taught. In the boys' schools, although in most of the playgrounds gymnastic apparatus is provided, there is no attempt to make gymnastics part of the school course, nor is military drill taught except in a few cases. On the other hand most schools have their cricket and football clubs. Those games should be encouraged; they are far superior to any artificial system of gymnastics for strengthening heart and lungs, and giving quickness and steadiness to eye and hand. Besides this they are an excellent preparation for civic life in accustoming boys to work together in conducting the business of a club, and in the subordination, which they entail, they contain in themselves the first elements of moral training."

Mr. Joad. "Drill is general in infant schools of various kinds, although it would be much improved by the use of a piano or other musical instrument, which is at present rarely found in schools. The movements are often graceful enough and calculated to improve the physique, but are wanting in vigour and precision."

School attendance. In the Westminster district private adventure schools have disappeared; three schools which are not public elementary schools, but claim to receive scholars paying less than 9*d.* a week, still survive, the Anglo-French School in Leicester Square, the Westminster Blue Coat School, and the Aberdeen Free School; the first is doing very good work in teaching the English language to foreign children, as well as giving a very fair general education; the second drags out a lingering existence from a sentimental feeling of affection for an old institution; the third is a remnant of the old ragged school system, which requires to be re-organised as an infant school. The officers of the board deserve great credit for their steady perseverance in pressing the law upon the parents and for refraining from any appearance of harshness or severity till persuasion has been fully tried. Nearly all deserving parents regard the committees and visitors of the board with confidence that their domestic circumstances will be carefully and sympathetically considered. Perhaps their assent has been won more easily by the sympathy of the managers at the meetings at which parents are ordered to appear after a second notice of bad attendance. After sifting through very wide meshes the dust-heap of bad attendance or truancy, only the worst cases are left in the official sieve; these again are dealt with and often condoned by the magistrates, who in their turn cannot help being moved by the great poverty of the parents.

The average attendance appears to have slightly improved in the last two years, and though it appears at first sight very discouraging that one scholar on the average out of every five should be absent, allowance should be made for unavoidable causes, which detain from school probably nearly one-half of the absentees. The month of September is greatly disturbed by the children's country holiday fund, an excellent work growing yearly in importance; bad weather in winter reduces greatly the number in infant schools, and is responsible for overcrowding in summer to make up the full annual average allowed by the area accommodation of the school.

I have taken the ages and standards of the scholars who left Vere Street Girls' School shortly after the annual inspection, children almost exclusively of parents to whom the small weekly wage was a serious

consideration; 19 girls of 13 years of age left before they had reached the 6th Standard; three of them were in the 3rd Standard, nine in the 4th, and seven in the 5th.

A large number of petitions has been received by the Department from parents requesting that steps might be taken to enforce their statutory right to free school places for their children without payment of fees. After careful personal inquiry into a very large number of these cases at the houses of the petitioners, it was evident that underlying the petition was the desire for better accommodation, both in school and playground, as regards airy rooms and sufficient playroom. No complaint generally was made as to the teaching of existing fee-paying schools, nor were the fees paid thought to be onerous except in a few cases of large families and of extreme poverty, nor did any dislike of religious teaching, given in the schools attended by their children, enter to any large extent into the original demand. But there appeared to be great ignorance as to the exact rights of parents in the matter, and great perplexity as to an increase in payment of rates and rents.

"I continue the plan of ascertaining why each scholar has left the school, and of bringing all cases of breaking the law before the local authority, as a check upon illegal employment. The standard for total exception is almost universally the 4th; this is the case in the town of Chelmsford." Mr. Bernays.

"Complaints as to the administration of the Education Act have not been so rife as in previous years; the local authorities are exercising a stricter supervision, magistrates are somewhat less lenient since the general remission of fees, and parents are rather more attentive to their duties. Comparing my own notes for 1890–91 with those for 1892–93, I find that while the actual number on the books has only increased by 5·3 per cent., the average attendance has increased by 9·6 per cent. The increase in the average is a positive advance, it means that the number of children attending now is 1,647 more than would have attended with the same population in 1891." Mr. Willis.

"Attendance is fairly satisfactory. Frequent epidemics of measles, scarlet fever, &c., seem to be the chief causes of absence. I hear little complaint of truanting or neglect on the part of parents. However, the children who come up for the 'labour passes' often show that they must have escaped the vigilance of the attendance officers, or have been allowed to attend very irregularly; for the results of the examination are in a large proportion of cases extremely poor." Mr. Currey.

"Any amount of full information can be obtained from the board as to the attendance in particular neighbourhoods or of particular individuals, and a great deal of practical good does come out of it except in gross cases of truancy. On the other hand I have had children brought to school for examination on the inspection day who had not been inside the school for several months previous to my visit." Mr. Du Port.

"Such attendance, notwithstanding the elaborate apparatus of the board for enforcing byelaws and the multifarious methods adopted by managers and teachers for inducing better attendance, and finally the Act of 1891, giving free education, is unsatisfactory. Infants, in consequence of the abolition of fees, come to school at an earlier age and in greater numbers than before 1891. An increased sense of the value of education and the habit of good attendance becoming ingrained in the national mind, as it is in Germany, may possibly produce the results which compulsion has failed to secure." Mr. Fitz-maurice.

"The attendance is improving; since the abolition of school fees the improvement, especially in the attendance of young children, has been noticeable. The clerk to the board for the Borough of West Ham reckons that the annual gain to his board due to this cause from the fee grant exceeds 2,000*l*. Mr. Rankine.

"The more interesting school life is made to children the better becomes the attendance. The number of children naturally listless or defiant is small. If the general spirit of a school is depressed, even though the measured results may be excellent, there is something wrong with the teaching. Without the support and co-operation of the parents the efforts of the teachers to secure regularity of attendance can be of little avail. What can be done in this way by ability and tact on the part of teachers is conspicuously shown in the case of a voluntary school in this district. Last year the average attendance was 380; 171 scholars did not miss a single meeting, and there were 39 of these who had not missed a single meeting the year before."

Managers.

A short summary of the chief duties of managers would be a valuable guide to many who have a real desire to have the children well taught. Their obvious duties are the due provision of the material equipment of a school, and of funds for maintenance, and very little fault can be found with most of the governing bodies in these respects. But in addition to these financial duties they might give substantial assistance, and relieve much unnecessary anxiety by a sympathetic interest and personal knowledge of the children. In this respect the voluntary schools have a certain advantage over the board schools, partly because the financial balance depends upon the good attendance of the scholars, but much more because they have greater personal influence than the members of a board committee, who are fettered by the Code of the board and its necessary precautions for protecting teachers from undue interference. In many of the board schools, attended by the poorest class of scholars, much real sympathy and knowledge of the children and of the parents are shown; in a school of this class I have seen a trained nurse paying her daily unpaid visit to dress the cuts and sores of little children whose mothers were too ignorant or too careless to give proper attention to their wounds.

Mr. Willis.

"The demand for the need of providing some remedy against capricious dismissal of teachers is not in my opinion unjustified. The cases of hardship that have come under my notice are by no means numerous, but they distinctly exist; the offenders are rural school boards."

Mr. Fitzmaurice.

"I have no complaint to make against managers as business men, for cash-book and accounts are well kept, and rarely call for comment. But the managers who spend time and trouble on their schools, or who confer with the teacher as to the teaching of their pupil-teachers and scholars, and accept loyally the responsibility cast upon them, may be easily counted. The disinclination to accept such responsibility arises from the idea that it is better not to encroach on the teacher's domain, but without interfering with the duties and authority of a teacher they may render useful assistance in improving the reading and, I think I may add, the recitation and general intelligence of pupil-teachers and scholars."

Mr. Graves.

"Committees for school management are strong enough on paper, but being possessed of but limited powers they lose heart over their work, and do not, as a rule, meet often enough or in sufficient force to effect much active educational good. They appear to be mainly concerned with the attendance and supply questions, and the keeping up of the school fabric and equipment."

Mr. Field.

"No one questions the value of the general supervision which managers give to their schools, or doubts that the influence which they exert is of the greatest advantage. But it very seldom happens that any member of a committee of managers understands school routine, in the sense of being able to judge methods or test work, or estimate its real worth. The faults of organisation and instruction are obvious enough, and recur in one school after another; but there is no one to correct them. We need, I venture to think, managing directors, or organising masters with authority for groups of schools all over the country. I think that many of the time-tables in small schools are much overloaded, financial considerations being allowed to overbear educational expediency. The number of cases in which the teaching of two class subjects, besides needlework and drawing, in schools with a meagre staff results in work of very poor quality is certainly large."

Classification.

The liberty of classification has been freely used, and with very good results in arithmetic, but scarcely at all in other subjects. It is found that cross classification is not favourable to exactness of discipline, and needs to be applied only in cases of neglected or dull scholars. I wish that it were more freely used in the case of boys and girls backward in reading, and that for all other subjects they were allowed to be taught in a higher class with scholars of their own age. It is a fruitful cause of truancy to classify boys or girls of 10 or 11 years of age with scholars of seven or eight; they would benefit much more by learning money sums and the class subjects in the 3rd Standard, and reading in a lower standard. Their presence in the lower classes will be still more marked

when the continuance of hand-and-eye teaching is no longer rigidly confined to infant schools.

The higher classes in girls' schools are so disturbed by attendance at cookery and laundry work in the later years of their school life, that the slower scholars cannot master the arithmetic prescribed for their standard; the managers would do wisely to classify such scholars with a lower standard for this subject to relieve the teachers from an impossible task.

"The liberty of classification in upper departments has removed a grievance without practically effecting much change. The liberty of classification of children in an infant school is somewhat abused, big dunces appear to be allowed to remain far too long in infant classes where they can get little good and may do much harm. I have done my best to enforce the creation of dunce classes for such as these; but where the numbers are full, or the staff weak, this is not always to be done. I may remark here that the old proportion between infants proper (*i.e.*, those under seven years of age) and elder children does not hold good any longer in this district. The numbers are—boys, 11,960; girls, 11,409; infants, 11,294." Mr. Willis.

"The low rate of attendance in some parts of the district is probably a main cause of a corresponding low level of classification, and low classification, again, probably reacts unfavourably upon the attendance. There is one serious difficulty in the way of the free and natural promotion of scholars, if the children reach the higher standards they are promptly removed in order to be sent to work. I hope that it may be possible to get the Education Acts amended so as to make *age only* the condition of attendance at school. Mr. Venables has prepared some statistical tables comparing the actual classification of 1888–89 with that of 1892–93. From those it appears that— Mr. Currey.

"(1.) The number of scholars who are not steadily promoted is about the same as formerly in schools attended by children in fair circumstances, while in those attended by poorer children the number has largely increased. There is no reason to believe that a poorer set of children have been admitted into the latter class of schools since the abolition of the fees.

"(2.) The average age in the lower standards has risen in the poorer class of schools.

"(3.) The proportion of scholars below Standard IV. has increased generally.

"(4.) The proportion above Standard IV. has considerably diminished.

"These results do not agree with the general results for the whole country.

"The size of the preparatory classes varies very much even in schools of the same type. A scholar should not be placed in this class for *all* subjects if he can do tolerably in one or two of the elementary subjects."

"In a few schools liberty of classification has been used for the purpose of organising intermediate classes between the standards to bridge over the steps. This has worked very well when children have not been promoted more than once in six months. When the lower classes are very large, and consist of children of various ages and capacities, it is clear that some will advance at a more rapid rate than others, however fairly they may be classified at the beginning of the year, and here cross classification might often be used more freely; children who may be very backward in reading will soon master the mechanical difficulties of writing, and the intelligence of many of the older children will help them forward with the easy arithmetic required. Mr. Helps.

"Undoubtedly one of the greatest difficulties in organisation is the adapting the classes to the sizes of the rooms. The schools of the future should be so constructed (so far as half its accommodation is concerned) that by means of rolling shutters and sliding partitions the rooms could be made of any size required by the organisation."

"The liberty of classification eagerly demanded is, after all, sparingly used. An examination of schedules, containing more than 5,000 names, reveals the fact that liberty of classification has been used on behalf of 2·5 per cent. of them." Mr. Fitzmaurice.

"The teachers have found liberty of classification a boon. They have used it more for pulling down than putting up. Mr. Rankine.

"Were it not for the terrors of the annual inspection, I think scholars would be advanced more quickly. However, I visited a school lately in which 30 children were advanced a standard three months before the end of the school year. Of course they were not up to the work of their new standard when I visited the school.

but their progress and attainments were more creditable to their teachers than if they had passed faultlessly in the lower standard."

Mr. Currey. "The most natural way to classify a school for older scholars would be to make—(*a*) a preparatory class or section; (*b*) an intermediate section; (*c*) upper classes. The reading of the 2nd Standard will do almost equally well for the 3rd, and the writing and spelling of the 3rd are certainly not a year's advance on those of the 2nd. The books used for the 2nd Standard in almost all the schools are either suitable for the first, where the teacher's aim is low, or for the third, where the aim is fairly high."

Organisation. I regret to be compelled to return to a subject to which I have already alluded in two previous reports, the existence of classes in schools under the London Board so large that they cannot be efficiently controlled or taught by a single teacher. The number of 60 or 70 scholars allotted to a single teacher was originally fixed when much less was required from a class teacher.

The work of an ordinary school was confined to fewer subjects, the methods of teaching were less intelligent, the discipline more superficial and directed chiefly to the maintenance of external order. Owing to the greater demand both as to number of subjects and greater depth of teaching, the endeavour to give to a class of 60 scholars the individual attention required for so large a variety of characters, to cope with the increasing labour of a full curriculum, and to maintain the only true discipline, a real interest in school work, bears very heavily upon a large number of teachers, especially upon women.

But what can be said for classes of 70 or 80 or even 90 scholars, and those ordinarily composed of little children between seven and nine years of age, or of little babies between three and five years of age, gathered into school in the last three months of the school year. It is just among these two classes of little children that the mischief is greatest; among the very young scholars of four years of age, the impossibility of securing a fair degree of physical comfort and individual care, and, in the children of eight or nine years, the loss of that freedom of inquiry, and of natural mental activity which is often crushed instead of being encouraged. It is contended that so long as an average class number of 60 is not exceeded, the staff of a school may be distributed at the pleasure of the managers, that is, 120 scholars may be distributed into two classes of 40 and 80 scholars if the exigencies of the school require it, whereas the exigencies of the school really require an additional teacher. I do not think that this organisation should be permitted, and that the number habitually present in the class should not exceed the number, for which that teacher was qualified, by more than 15 per cent. If a higher number on the roll were found, the discipline and organisation of the school should be condemned as faulty.

Nor do I think that the occasional help of the head master, who is distracted by the supervision of a large school, can be considered effectual, still less the assistance of a junior pupil-teacher, who spends only a few hours per week in actual teaching in the first two years of his apprenticeship. It is undoubtedly true that the evil of overgrown classes varies with the character of the lessons: it is minimised wherever collective observation is required, as in an oral lesson on elementary science when simple experiments are performed, or in object lessons when attention is concentrated upon the object to be studied, or in writing if the whole class imitates step by step the teacher's writing on the blackboard, or in simultaneous arithmetic. But what can be pleaded in extenuation of a reading lesson when the individual practice of 70 scholars has to be compressed into 45 minutes, or of an arithmetic practice lesson, in which each individual scholar should be supervised and helped, and his work examined, or indeed of the many other lessons requiring that

individual attention should be paid to each scholar. I am not suggesting any great addition to the staff of the London board; probably the number of such classes in which positive physical evils result is not very great; but for the sake of the teacher's health and cheerfulness, and for the progress of his class, the employment of an additional teacher would give in all such cases to the teachers great additional comfort and health, and to the scholars a more thorough development both intellectually and morally. No body of managers should contemplate a reduction of the staff to a level at which healthy teaching is not possible.

"That each teacher should be responsible for teaching his own class in all subjects is a very simple rule and can often be applied generally, but in many cases it results in waste and loss of teaching power. It cannot but happen that one teacher will have more power of teaching singing or science, which might well be utilised. Another rule seems to be that the same class and teacher must always occupy the same room. The advantages of change of scene are quite lost sight of, and the difficulty of giving an oral lesson in some rooms which are disturbed by outside noise is not sufficiently considered. Mr. Synge.

"The excessive size of classes, which is too frequently to be found, is a defect of organisation arising sometimes from a deficiency of staff, but sometimes also from a want of power of using the staff that exists to the best advantage."

"Enough is not done to give teachers variety of occupation, and many of them are in danger of suffering from intellectual stagnation through being left year after year to the charge of junior classes. Mr. Currey.

"It is good for the teachers to be employed, at any rate occasionally, on various classes, and it is also good for the children to have lessons from different teachers. Intellectual interest is more likely to be aroused by well-regulated changes."

"I am aware that the question of large classes is rendered difficult by the difference of the areas of class-rooms, by the irregularity of attendance, by the ebb and flow of the numbers in the classes at different times of the school year, yet I am often struck by the excessive number of children entrusted to a single teacher. I believe that experience shows that in the 1st and 2nd Standards a class of from 50 to 60 children is as much as one teacher ought to be asked to teach, whereas these classes often contain from 70 to 90 children." Mr. Fitzmaurice.

"The West Ham Board have appointed a lady to inspect their girls' and infants' schools. This arrangement has worked well and promises to promote the efficiency of the schools." Mr. Rankine.

"The instruction of the children in the lowest two standards should be rendered more effective. One way of securing this would be to arrange, where possible, for a superior assistant teacher from the infants' school following her scholars upstairs at least for the first quarter, during which the infant school becomes greatly thinned. Again, if infants were only *taught* two hours in the morning and one hour and a half in the afternoon, the rest of their time in school being spent in play, a proportion of the infant-school staff would be available upstairs throughout the year for kindergarten work and other lessons in continuance of the infant-school work. Mr. Graves.

"But besides the need of due correlation between the infants and upper departments, there is as great necessity for closer connection between the upper classes of the great board schools, which are often virtually subdivided into separate sections under independent teachers. In all these classes the head teacher is nominally, if not actually, responsible. They should be directly linked together by some uniform plan of instruction. An elderly head teacher in some instances finds himself by force of circumstances less equipped with the latest knowledge than some of his subordinates; he is, therefore, shy about interfering with their freedom of action. But even where this is the case, the superintendence of all the classes in the schools should enable him to observe the happiest methods of instruction, and to suggest their general adoption. An over-timid head teacher should have the aid of the board Inspector in developing some such better system of organisation. The ablest chief of a department might pick up useful hints from his assistants, and should not fail to give them general currency."

"The organisation and classification of infant schools are in many cases unsatisfactory, especially in the higher classes of the schools. The main object in certain schools appears to be to present an irreproachable 1st Standard and one perfect class of six year olds for examination, and to do this all children of these ages Mr. Joad.

who are in any way dull or backward are weeded out as the examination approaches, and either formed into a separate class or dispersed through the rest of the school.

"The teaching is in many cases rendered difficult and ineffective by the want of sufficient class-room accommodation, and the noisy and overcrowded state of the main rooms. It is only fair to the boards of this district to say that they now recognise this evil, and are doing all they can to remedy it by the addition of class-rooms in the case of some of the older buildings, and by improved arrangement of rooms in their new schools."

Infant schools.

The infant schools of to-day bear very little resemblance to the infant schools of 30 years ago. The teaching in reading was then chiefly confined to monotonous alphabetic spelling (this still lingers in many schools). In arithmetic, an unintelligent practice of calculations worked on slates prevailed through all classes, while the teaching of notation was scarcely known, and the abacus, or ball-frame, the only apparatus then employed, was used chiefly for counting. In writing, little children used to write words before they had learnt the elements of which the production of individual letters consists. Object lessons consisted largely of the recitation of the qualities of objects malleable, flexible, &c., and the only illustrations (except some grotesque pictures) were small fragments of ore or grains of wheat imprisoned in pill-boxes and small phials, brought out with great solemnity, and exhibited without attracting the attention of a single scholar. Games and varied occupations did not exist, the songs were very tame and written with a moral purpose, that never sank into the minds of the children. Yet poor as our early infant schools were, their establishment reflects great honour upon their founders, the children were as tenderly handled and as well cared for in the matter of food and clothing as at the present day. I need not dwell upon the great advance made in the variety and intelligence of the methods of teaching, especially in relation to the happiness of the children, and the impetus which the lower classes of schools for older scholars have gained from the higher teaching. When the London School Board first began their work, each newly opened school was filled at once with ignorant children, a large part of whom were of necessity placed in the lowest standard, and could not decipher with ease words of more than one syllable; the Education Act was not passed a year too soon; London would have been filled with a savage population in the year 1893 if the 400 schools built by the board had not done their civilising work. Now that a complete system of public elementary schools is in full work, our scholars of eight years of age are at the present day more advanced than many of the boys and girls of twelve of the year 1871. This good result may be attributed in great measure to the infant-school system which happily is in great favour with the parents both for the relief from the hourly indoor presence of the children and for the improvement they see in their manners, tempers, and intelligence.

But as there is no standing still in education, I desire to point out some points in which improvement may readily be made in infant schools.

First, taking their physical conditions, we not rarely find desks of unsuitable height, narrow seats, seats without backs, no protection from weather in the playground; the youngest children are confined on wet mornings to one room, and that perhaps the dullest, for two-and-a-half hours, breathing air unwholesome for older pupils but dangerous for infants. We have sometimes to complain of length of lessons without change of position, and of the eyesight tried by pictures or objects too small to be distinctly visible.

Again, the number in an infant class should be smaller than in a class of older scholars; it is a mistake to allot the full allowance of 60 children

to each teacher, and a still greater mistake to allow that number to be exceeded, when the children are just above the age that qualifies them for a *crêche*. Highly qualified teachers cannot be provided in sufficient numbers for these very young scholars; but groups not exceeding 20 or 30 might be formed, and all the scholars under five in a large school might be placed under the charge of a certificated teacher, assisted by young women over 18 years of age trained for the purpose; a very short training in a good infant school would suffice to qualify them as teachers for small groups of very young children.

Greater variety of games and rhythmical exercises is needed. Games played to order are little better than no games at all, the best form of game is the simplest, such as a simple rhythmical tune which allows of an infinite variety of applications, and represents in pantomime the actions of agricultural labourers, bakers, builders, and of all classes of workers.

Phonic teaching of reading on some well-reasoned method, whether based on phonetic spelling or not, should be the foundation of reading lessons; but word-building is still far from being the rule; the old alphabetic method dies hard, and the monotonous repetition of words, thrice spelt, may be heard still outside the walls of many infant schools.

Again, as regards the general planning of the work, greater attention should be paid to the plan on which the syllabus of instruction is prepared, both as to the graduations of the subjects to the various classes, the suitability to each class of the subjects selected, and to the educational purposes they are intended to serve. No school can be thoroughly well taught or examined, and no satisfactory conference held with the managers and teachers unless a full syllabus is prepared of all the work taken in all the classes, and so arranged that the eye can follow without difficulty the graduations of the subjects to the various classes. The syllabus should set out also the methods of teaching followed in each subject, *e.g.*, in reading, how far phonic and word-building methods are pursued; in writing, the analysis of the elements of writing; in arithmetic, the mental processes which precede the written calculations. The variety of occupations and their suitability to the ages of the scholars should also be indicated, having regard to the faculties they were intended to develope, *e.g.*, whether the sense of touch or of sight.

Further, as regards the object lessons, a full statement should be made of the purposes of the courses of lessons both immediate and future, *i.e.*, the direction in which the observation of the scholars should be guided and the future connexion with some form of elementary science taken up in the school for older scholars. The connexion with the other lessons should be indicated, whether with the reading lesson or with a song or recitation; the methods pursued, whether conversational or by questions, should be shown in the syllabus.

In many schools there should also be provided a more varied stock of articles required for objects, or of models (when objects cannot from the nature of the case be obtained), or the pictures should be drawn, if possible, on the blackboard (when neither objects nor models are forthcoming). It would be well also to have a list of objects, stored in the school museum, which should be supplied in sufficient numbers of due size and easily handled by the scholars. The London board has from the first endeavoured to encourage the giving of object lessons, but it is only within the last few years that the objects themselves have been provided of a suitable size and character, and in sufficient quantity, so that owing to the insufficient supply of

objects these lessons are given frequently with little effect. The teacher should always bear in mind that the objects themselves should be looked at, handled, and observed before any teaching takes place, that the telling should proceed from the questions of the scholars, and should stimulate the natural desire for knowledge rather than endeavour to form a body of information and habit of continuous thought.

Mr. Field. "A large number of children over eight years of age (free from any physical or mental debility) were found at the last inspection to have been retained in certain infant schools for no good reason. This retention exercises a deadening influence on a healthy child, retards its progress, and disfigures the infants' school itself. The practice seems to have grown up from some misconception of the meaning of liberty of classification; but this is not a question of classification. I quote the figures of one case in illustration of my remarks. The school in question contained about 150 children. Of these 70 were under 7 years, 35 were over 7 years old, 35 were over 8 years old, 8 were over 9 years old, 1 was over 10 years old, and 1 was over 11 years old."

Mr. Willis. "I have brought Froebel's work under the notice of the teachers. I am not prepared to say that it has affected the curriculum of the school to any extent, the trained infant teachers were already doing as much in that direction as their means and their staff would permit, and it was obviously not desirable to force a system requiring such special training into schools where the teachers had not received any training but that of practical experience."

Mr. Joad. "The branch of work which is least satisfactory in this district is the kindergarten. If the occupations are not sufficiently numerous or varied they become tiresome, especially when they do not call for much movement on the part of the scholars. There is often no sufficient reason why particular exercises are selected for the classes, so that, looking at the scheme as a whole, it does not form a connected system possessing the elements of progressiveness from class to class.

"In arithmetic the use of mechanical aids, such as the fingers, the lines and corners of the slate, a row or column of digits placed in order, and other similar devices is far too common, reducing addition and subtraction to exercises in counting, and allowing the children to evade the mental effort which alone gives the work an educational value. Mental arithmetic should have more time, and slate arithmetic less, especially in the lower classes. It is unwise ever to suggest to the children the use of fingers or of any objects which cannot be removed at will or gradually discontinued."

Schools for special instruction.

An excellent class of schools has been established by the board for the special instruction of "children who by reason of mental or physical "infirmity cannot be taught in the ordinary day school." The board has been fortunate in securing the services of an able superintendent, who has visited most of the leading institutions for feeble-minded children in Germany and Northern Europe. She reports to the board that the work is necessarily anxious; many of the children are untruthful, in fact some are utterly devoid of conscience; while a few are gentle, many are spiteful. The morning lessons, though similar in name, are different in character from those of the ordinary school, and the lessons are as short as in an infant school; the afternoon is entirely devoted to occupations.

The children are examined in the same subjects as more strong-minded scholars; some of the scholars pass away to the ordinary schools after the examination, who without such a preliminary training would never have been able to hold their own with their fellows; the remaining poor children can only be classed as imbecile, having proved themselves incapable of making real progress in any branch of work. I have visited several of these schools and can testify to the great improvement that takes place in the mental condition of the children; great care is taken by the superintendent and her staff to exclude all that are dull mainly through long continued truancy or bad attendance at school.

But the work is still limited and needs to be known and appreciated. If a number of permanent centres were established, the dull

children in every school might be submitted to a short course of a similar character. Unfortunately at present the opposite practice generally prevails, they are classed in the ordinary schools with much brighter scholars, and are simply called non-standard scholars, or, if they are fortunate, a preparatory class, to be excused from examination if the Inspector will consent. I have always taken special note of these backward children in the ordinary schools, and regretted that it was not possible for the teacher to do more for them.

"Reading" (the Superintendent says) "remains the greatest difficulty, "often through deafness or imperfect articulation; in fact all the senses "seem imperfect, many imitate very well." The character of the instruction may be gathered from the following time-table:—$2\frac{1}{2}$ hours per subject weekly are devoted to reading, writing, and arithmetic; $1\frac{3}{4}$ hours to singing; $2\frac{1}{2}$ to object and conversational lessons; 5 hours to occupations; 3 to recreation; 2 to Scripture; $1\frac{1}{2}$ to drawing; 1 hour to drill and recitation; 2 to needlework.

This list of lessons seems ambitious for feeble-minded children many of whom can scarcely articulate, but the variety of lessons preserves the attention from flagging; there is greater difficulty in teaching these children to play together with good temper than in interesting them in their brief lessons. All the afflicted children are under the charge of one committee of the board; the feeble-minded, the deaf, and the blind. Up to the present date 17 centres have been formed in various parts of London for the instruction of the deaf, 26 for the instruction of the blind, and 10 for the mentally feeble children.

Under the provisions of a recent Act it has been proposed to build an institution for maintaining and educating the deaf children, scattered in outlying parts of London. Unless they are gathered at an early age into an institution various causes, such as admission to the centres after bad habits have been formed and physical defects, militate against success in lip teaching, which is necessarily a slow process. In one of the most successful classes for the deaf a few scholars, who had been regularly and for some years under instruction, could readily understand the teacher speaking at the rate of ordinary conversation, and could follow the lips of a stranger very fairly. Where the parents have time and patience to carry on at home the lip-teaching of the school, much greater progress is made; but, as this cannot be relied upon, it is very desirable even for the least afflicted of the deaf scholars that the teaching should be carried on continuously under competent teachers in an institution. Of the 605 deaf children under 16 years of age 447 are on the rolls of board schools, 22 in other schools, 7 receiving instruction at home, and 129 not under instruction, chiefly because there is no centre at an available distance from their homes.

Mr. Du Port.

"As regards the schools for the deaf, there is much to admire in the zeal and patient care displayed. They are conducted too exclusively on the oral principle; considering their own semi-articulate sounds and their dependence upon the observance of lip-movements, intercourse is very laboured and difficult; their oral vocabulary also is limited; in fact, though the effort to attain pure oral success at the sacrifice of signs is one that we cannot but admire for its courage, patience, and determined perseverance, the real intellectual interests of those children are in some degree sacrificed to it. The two systems should supplement each other, and oral training should in nowise despise 'sign' helps.

"Turning now to the weakly and mentally deficient, the organisation often needs almost as many classes as there are individuals; no sure measure of a particular child's yearly advance can be predicted upon a quarterly record of successes or failures; absolute freedom as to the lines of work is a positive condition of success I visited one of these special schools, having a clear remembrance of the intellectual level that obtained there three months previously. The school was not like the

same school; out of some 20 or 30 there were, perhaps, four or five whose emergence out of a semi-imbecile state was hardly yet perceptible, but the mass of the children had learned to co-operate and to give combined attention to their teachers and to some one pursuit. I call this evident success, for no doubt, where intellect is abnormally weak or disordered, inability to combine is almost universally a most marked feature."

Mr. Rankine. "Two centres for the instruction of the deaf have been opened and are doing useful work in the West Ham district."

Mr. Aldis. "A class for the feeble-minded has only recently been opened in this district. The experiment of putting a score of children of both sexes, of all ages, and of every variety of brain power, ranging from spoilt and neglected children to imbeciles, under a single teacher, has not gone on long enough for me to offer any opinion on it. The class for the deaf is worked very earnestly and kindly, but clearly the oral method needs for success special conditions. There are few homes in which the nerves of the parents will allow of the deaf child being encouraged to make sounds. The schools for the blind are all very small. Should not instruction in some musical instrument be given at all classes for the blind?"

Higher grade schools.

The establishment of higher grade or higher standard schools has been welcomed by a class of parents who have either been out of easy reach of a good secondary school, or unable to pay the usual term's fee of a secondary school, with the addition of fees for books, stationery, &c. In the sense of extension of school life beyond the ordinary age of scholars in other public elementary schools, these higher grade schools may be called secondary schools if secondary or intermediate education is taken to include the education of all who stay beyond the age at which the 7th Standard is ordinarily reached. But it is not such an education as would be contemplated by any high educational authority entrusted with providing for the humanistic studies as well as for the scientific and mathematical sides of education. The usual curriculum of these schools embraces a large amount of science teaching, but literature has little share in it.

There are 49 of these higher standard schools distributed over the metropolitan area; but only in three cases is there much to distinguish them from the ordinary schools, except that some of the scholars are presented for South Kensington examinations as well as for those of the Education Department.

The three schools forming the exception are Medburn Street St. Pancras (Boys), Bloomfield Road (Plumstead) (Boys), and Thomas Street (Limehouse) (Boys and Girls).

In each case the upper division of the boys' school is worked as an organised science school, and there are two divisions of Thomas Street girls' school, in one of which the girls are specially prepared for the Civil Service examinations, and in the other for examinations conducted by the College of Preceptors, but none of these classes are examined by the Education Department.

Medburn Street.—There are two divisions of the school, juniors and seniors, numbering together about 100 boys.

The science subjects taken are:—Mathematics, theoretical and practical chemistry, physiography, plane and solid geometry; in each case both the elementary and advanced stages are taught.

The following art subjects are taught:—Freehand and model drawing,—in each case elementary and advanced—and elementary clay modelling.

Besides the above subjects shorthand, woodwork, singing, and English are also taught.

Boys showing an aptitude for any particular kind of work taught in the school receive special attention in that subject.

The school possesses an excellent chemical laboratory and a very good art room.

Bloomfield Road.—Average attendance for the year, 99.

The subjects taught are the elementary and advanced stages of mathematics, sound, theoretical and practical chemistry, mechanics, magnetism, plane and solid geometry, and freehand and model drawing.

Boys who have passed the 6th Standard examination are at once drafted into the science schools, but no English subjects are taught, and the curriculum is thus seriously defective for boys so young. To remedy this omission it is proposed to take a course of English literature and probably of French.

The school is near to Woolwich Arsenal and Dockyard, and at the last examination for dockyard apprentices (a difficult one for boys, especially in mathematics) of the 21 boys who were successful 17 were from this school. The school also did well at the South Kensington examinations last May.

Thomas Street, Boys.—About 90 in average. The great drawback here is the want of a chemical laboratory.

The master aims at preparing boys for posts to be obtained chiefly in iron and chemical works in the immediate neighbourhood.

The subjects taught are theoretical chemistry, second grade drawing, mathematics, plane and solid geometry, machine construction, magnetism and electricity, shorthand, English literature, and ironwork.

Up to the present time employers of labour, especially in the iron trade, have been eager to secure boys who have some knowledge of the use of tools and the material on which they work, and they have apprenticed them for a shortened period on this account; but this trade now is so bad, from various causes, that they are unable to employ them.

The class work of the whole school leads up from the lowest standard to the work of the science school.

Thomas Street, Girls.—This is a very interesting school and is doing most valuable work. Girls who have received their early training here are now to be found as teachers in high schools and training colleges, and in good positions in the postal and telegraph offices.

Many valuable scholarships have been won, among them one for the Royal Holloway College.

There are 67 girls working in the Civil Service class, and at recent examinations high places have been secured on the lists. Three times the first girl in the country in geography has come from this school.

All this work is being done in public elementary schools in which part of the head teacher's time must be devoted to the organisation and supervision of the lower part of the school as well as to these secondary classes.

"The higher standard board schools differ from other schools in having very large upper standards, and in having no standards below the fourth. Notable among such schools are the schools in Fleet Road, Medburn Street, and Capland Street. Among the voluntary schools of this description I note St. Augustine's Boys' School and Marylebone Central National School. At the latter school advanced work in wood and metal is very successfully accomplished." Mr. Fitzmaurice.

"It has always seemed desirable that selected schools should be chosen for the transference of children of special promise in which special arrangements should be made for the instruction of the advanced scholars, by the provision of teachers for each separate upper standard and by special preparation for external scholarships. The board have, however, adopted the plan of transferring all the children who have passed the 5th Standard from certain grouped schools to central schools. Mr. Aldis.

Evening classes.

Evening schools have been doing good work of two kinds; in improving the education of scholars who left school too early, and in teaching subjects useful in their vocation to more advanced scholars. Much higher work may be expected next session in the Evening Continuation Schools.

Mr. Synge.

"The number of teachers employed in evening classes, the number of subjects taught, and the number of nominal students are considerable, but the work done, as shown by regularity of attendance or the results of examination, does not seem proportionate to the machinery at work. Great difficulty seems to be found in beginning at the appointed time, though some of the students come to the classes straight from work. The abolition of the final examination will probably help some of the classes attended by girls, who not unfrequently dislike attending for examination."

Mr. Fitzmaurice.

"Twenty-two evening schools were examined in 1893. It is disappointing that the schools under the board have not been better attended, held as they are in good premises and conducted by able teachers. The past history of these schools will, it is to be hoped, be in strong contrast with their future history under the liberal and elastic New Code of Regulations. In connexion with the best attended evening school that of Haverstock Hill Board School, cricket, swimming, debating and other clubs have been formed."

Pupil-teachers.

The training of teachers in the science of teaching is gradually making its way, but still lags far behind the training of teachers in Germany or France. In England we are still dependent for our supply of teachers in public elementary schools almost exclusively upon the pupil-teacher system. As regards men teachers the sources of supply seem to be failing; a young man who is being trained for a teacher entails a certain, though not very heavy, cost upon his father till the age of 21, and very reasonably few parents are willing to forgo for so many years the actual earning of a salary which would otherwise probably begin at 17 years of age and to defer the beginning of their son's career till the age of manhood. An additional cause of the falling off is the natural dislike of most boys of 14 or 15 to the routine of school teaching. In the case of girls the same objections do not hold, they have a greater natural aptitude for the management of children, and the profession of a teacher is held by parents to be an excellent opening for their girls. But knowing how much is lost through the insufficiency both of time and opportunity, which necessarily debars many of our elementary teachers from extending their knowledge outside the ordinary school subjects, I should not be sorry to see the elementary teachers recruited from scholars who had enjoyed the advantages of a good secondary education, as in foreign countries, to the age of 18. If we could secure such candidates for a two years' apprenticeship instead of four, the small amount of training in the art of teaching acquired in the first two years by a pupil-teacher might be sacrificed without much loss and the training colleges would be more free to pursue their appropriate work, the professional training of teachers. The central classes for the instruction of pupil-teachers have done much to raise the attainments of the students in training colleges, and their increased intelligence carries with it the indirect effect of enabling them to grasp more readily the scientific principles of teaching. Pupil-teachers are now generally employed only in the smaller classes of voluntary schools, which cannot provide an adult teacher for classes of 30 or 40 scholars; the large classes also in the lower parts of board schools are in some small degree made less burdensome by attaching to the teacher a young boy or girl who can undertake the drudgery of backward scholars.

The science of education has in the last few years been better studied as far as the history and principles of education are concerned,

but chiefly in the direction of the study of mental processes, the physical side with which the mental condition is so closely associated has not received due attention. Putting aside the specially afflicted children, for whom the board is making a very wise provision, a large number of children are known to be suffering from some slight peculiarities in the way of loss or derangement of nerve power, and cannot receive the treatment which their physical feebleness requires through the ignorance of the whole community, except a few experts, and of teachers and inspectors alike as to their proper treatment. There is, however, very good authority for saying that such scholars thrive better in the companionship of their schoolfellows than if they were moping at home or immured in an institution. If we were as well acquainted with the signs of nervous weakness or derangement as we are with the premonitory symptoms of prevailing epidemics, our teachers, who have done so much by their considerate treatment of delicate and afflicted children to conciliate the respect of the most prejudiced parent for the working of the Education Act, would be less puzzled how to deal with many cases of frontal headache, stammering, and occasional fits of stupidity or temper due in most cases purely to physical causes.

"There are five pupil-teacher centres in this division, two for Roman Catholics, and a third conducted by the Sisters of the Church in the Kilburn Orphanage; these three centres are confined to girls and are not large. The fourth is the board centre held at present in very inefficient premises; it will, however, be soon removed to good quarters. At this centre the average attendance for the year ended March 1893 was 180. The teaching staff is composed of a head master, four assistant teachers, one sewing mistress, and five visiting teachers for such subjects as drawing, music, and physical drill. The curriculum embraces all the ordinary school subjects, Bible instruction, physical drill for girls, languages, drawing, and science. The science subjects are natural history, botany, physics, physiography, and mathematics. The fifth centre is held at the Marylebone Central Schools. The number of students is 175; the hours of instruction are from 10 to 1.30 every Saturday. The following subjects are taught:—Mathematics, arithmetic, grammar, history, geography, music, and school management. The other obligatory subjects are undertaken by the respective teachers of the schools to which the students belong. There are also evening classes for pupil-teachers connected with the school on Wednesday and Thursday from 7 to 9.30; 60 students attend these classes; the subjects of instruction are drawing, geometry, French, domestic economy, and needlework." Mr. Fitzmaurice.

"The papers of the pupil-teachers have greatly improved under the board's centre teaching, their practical skill has not advanced equally. They do not see enough teaching by their fellows in their own and other schools, and not having, as a rule, a distinctly responsible charge of children they lose independence of character. A comparison of the pupil-teachers in Church and Roman Catholic schools with those in board schools shows that in spite of the strain put upon the former by having to attend at their centres after school hours, they are better teachers and disciplinarians, though they, of course, fall behind them as students. In many schools, where the head teacher is of high character and ability, the pupil-teachers suffer by not being kept under that teacher's influence as much as they would have been before the days of central teaching." Mr. Graves.

"The private teachers of pupil-teacher classes think that their duty is limited to certain subjects selected from the whole number in which their students are examined by the Department. They have inadequate views of the course prescribed for pupil-teachers, particularly under the head of 'teaching' and for the needlework of girls." Mr. Balmer.

The annual examination has been abolished in evening continuation schools, and will be replaced in future years by visits without notice. The great objection to annual examinations in evening schools arose from the dislike of men and women to submit themselves to any test. In day schools for older scholars most of the parents and managers, and a large minority of the teachers, desire the annual test of progress, the parents desire also a fixed opportunity for obtaining labour certificates. Visits without notice.

The number of schools in the Westminster district being small, my assistant and I have been free to pay a large number of visits without notice to day schools during the course of the school year, as well as to pay the annual visit at its close. If my opinion of the schools had been based upon these visits it would have differed very little from that based upon the annual examination. It is very desirable that one visit at least without notice and of some length should be paid to every school annually for the special purpose of observing the methods pursued. Examinations properly conducted are excellent tests of failure or success, but they can give little information about the causes of those results, whether the production of imitative skill in writing or drawing be in question, or the development of intelligent observation in object lessons, or the increase of useful knowledge in geography. The great gain of a visit without notice is the observation of the ordinary processes and methods of a school, and to be thoroughly effectual it should be of some length. The visits which I have paid have been very useful in solving difficulties which may have arisen, but I have been able to note little more than the character of the lessons, and the steadiness with which the general routine is being carried out, more particularly at the time of recreation or of change of lessons, and especially whether school discipline is a matter of self-respect and self-control on the part of the scholars.

From the visits I have paid I have drawn the conclusion that the general conduct of the school and the methods of teaching might be made the object of a visit without notice, and that at the annual examination the testing of results in all subjects where the methods employed might not have given promise of good results at the former visit should be chiefly considered. In this way the Inspector would act in the capacity of helpful adviser, and the State would obtain the best results for the money expended without the loss of a year's labour wasted in faulty methods and directed to ends educationally imperfect. In the course of many such visits I have always found that my hints as to the improvement of methods have been received with consideration, and that the interviews with the teachers have given me an insight into their daily work which no examination could possibly give. But I have been careful to exercise no interference of authority, and to give entire freedom in the choice of a subject, in the arrangement of the syllabus of a subject, in the methods of teaching it, and in the methods of preserving discipline, unless there appeared to be some radical objection. Very little good follows from any interference, the methods which appear best to one mind may not be the methods that commend themselves to the minds of others who regard them from a different point of view; and especially in dealing with questions of discipline bearing upon the formation of character the great varieties to be found in the methods and systems both of rewards and punishments show how unwise it would be to interfere unless some evident harm would certainly follow. The only interference I have practised has been the request that scholars kept in for 20 minutes or half-an-hour after the hour of dismissal for some trivial offence might be dismissed at once; the ventilation of the rooms between the meetings and the purification of the children's lungs are too serious to be lightly treated.

Mr. Rankine. "Visits without notice are of the greatest use in securing proper classification and regular advance. It is important to visit a school at the beginning of the year to see whether the scholars from the infant school have been placed in their proper standards, and about the middle of the year another visit should be paid in order to see that clever scholars are advanced. The stream of school life should be continuous."

"In towns public opinion is sufficiently strong to ensure efficiency, and there is always the stimulus of competition; but in country places this is not the case, and it would be seriously detrimental to the interests of the children to discontinue the annual examination test." Mr. Bernays.

"I have been able to pay visits without notice during the last two years and have had every reason to be well pleased with the steady business-like air pervading the schools. The impression a school makes upon me on such an occasion is most useful in determining my general judgment upon it, and especially on the points of tone, discipline, and interest in work." Mr. Fitzmaurice.

Subjects of instruction.

The teaching of most of the ordinary school subjects manifests a steady improvement, both in the methods employed and in the greater freedom and comfort with which the schools are conducted. The subjects in which least success is obtained are expressive reading and simple composition; arithmetic also varies greatly in different schools with the intelligence of the methods; singing varies especially in the matter of ear-training; there are marked differences in the cleanliness of the needlework; object lessons are not always sufficiently illustrated; history does not occupy its proper position in the first classes. But with these exceptions, the rest of the work has steadily improved; the scholars show greater power in mastering the substance of the reading book; the writing is better formed in character; the neatness of the arithmetic leaves little to be desired; geography is almost everywhere well taught; the cause of English grammar has gained by its abandonment in schools where it was disliked; object lessons are more general and more interesting; elementary science is steadily gaining ground; the singing is generally very sweet; cookery and laundry work are spreading every where; the choice of poetry for recitation has widened; and, as a general result of the work, scholars who will benefit by evening continuation schools are multiplying daily.

Reading. Mr. Synge.

"Reading is still the subject of which the teaching is least satisfactory. The large size of the classes forces the teachers to adopt an excessive amount of simultaneous work, and sufficient care is not taken in exercises of this kind to secure a proper modulation of the voice or distinct articulation. The defects in the teaching of reading produce most harm in those schools which are attended by the poorest class of children, for they depend entirely on the school for instruction in reading. It is of great importance that they should gain facility in reading as early as possible, otherwise they leave school while it is still a difficulty, and are likely very soon to forget how to read."

Mr. Willis.

"The introduction of a provision for hearing reading out of an unknown book in the upper standards has been directly beneficial to those standards, and indirectly to the lower standards to which the more liberal-minded teachers have been willing to see the same test applied."

Mr. Barnett.

"The most general weakness is the neglect to teach the art of reading. (1.) Where pupil-teachers are dependent for instruction on head teachers it may generally be said that the subject is not *taught*. (2.) At all centres of good repute I have generally found that anybody is supposed to be good enough to teach it. (3.) Training colleges often give little attention to it. Expression is a most complex product of voice-flexibility, good breeding, education, and intelligence. Either expression and articulation are both wanting, or we are treated to a quite artificial and simulated modulation, which is both barren and disagreeable."

Mr. Field.

"The unseen test discourages a slavish getting up of a limited amount of text for examination; but the preparation should not, as it sometimes does, be allowed to take the form of newspaper reading except as an occasional variety. There is value in the continuous effort of reading a long story. I would read suitable stories even to the youngest children, whose books are at present very meagre and dull."

Mr. Bernays.

"Great improvement in reading has resulted from the use of unseen tests, and I hope that the system may soon be extended to the lower standards."

Writing. Mr. Synge.

"Writing would be satisfactory if a desire for novelty did not prevail in many schools, and induce teachers to adopt a style which libels the Civil Service by adopting its name."

"The position of children needs more attention than it generally receives, both for the sake of their eyes and their backs; they stoop over slates or papers with their eyes much too near."

Mr. Willis. "In writing, the battle of the systems is beginning to raise some serious difficulties. The first consideration in the matter should be not ease of writing but ease of reading; old-fashioned roundhand is far superior to any of the modern styles in that respect."

Mr. Helps. "There is a strong tendency to an upright handwriting, which deserves encouragement if not exaggerated. In what is called the 'Civil Service hand' there is often great exaggeration. Much poor writing is still found in girls' schools, and it would be well if continuity of style were aimed at in all the three departments of a school."

Mr. Aldis. "Uniformity of style, class with class, is essential. A good *easy* style of penmanship is the result of years of practice in a particular style."

Mr. Bernays. "More systematic teaching is needed in spelling, especially in word-building. The handwriting is often spoiled by the spelling of lists of words."

Arithmetic. Mr. Synge. "The early teaching of numbers is the weakest point. The habit of counting is encouraged because of the increased correctness they obtain by that means in the early sums."

Mr. Currey. "The mechanical accuracy attained is high, but the power of dealing with problems or questions put in an unusual way is unsatisfactory. Mental arithmetic is not used to the best purpose. The principles of new rules are not properly taught by means of examples that can easily be worked mentally."

Object lessons. Mr. Joad. "In object lessons there has recently been a great improvement. The teachers generally prepare their lessons and keep notes for reference, though they do not display much ingenuity in illustrating the points about which they are talking. More care should be exercised in the framing of a scheme of object lessons by keeping chiefly in view the interest which they are likely to arouse in the minds of the children, and the possibility of illustration by objects, pictures, and blackboard diagrams."

Class subjects. Mr. Synge. "The selection for the year should be made by the head mistress in consultation with all her assistants, whose notes she should carefully supervise before the lessons are given. It would be well also if she could give some of the lessons on the list herself at least once during the year in the presence of her assistants and for their benefit, as well as for that of the children.

"English is still taught in most schools as the first-class subject, and geography accompanies it in the boys' schools.

"In some elementary science has been substituted for English, and when it has been well taught the effect on the intelligence of the boys has been entirely satisfactory. History, in spite of its attractiveness, has been taught in very few schools."

Mr. Du Port. "As regards educational progress, our scope is widening, our instruction is being made more and more educational, and our teaching is liberal, thorough, and efficient. The curriculum is ample and the work is admirably varied and balanced. It is rare indeed now to find a girls' school in which drily taught grammar forms the only one oral class subject. Object lessons, lessons on elementary scientific and natural facts and laws, liberal geographical teaching, interesting conversational lessons on history, and the really intelligent study of the grammar and logical bearings of ordinary English sentences are everyday things."

Mr. Aldis. "The chief advance of the teaching has been in more experimental work. Quite a large number of schools show me butter, soap, &c., actually made in the classes, and the practical work done in mechanics yields very correct results, and is much appreciated by the boys. The hand-and-eye work is very popular. There is considerable increase in the swimming classes, but the withdrawal of a teacher from the work of the school to attend a dozen boys to the bath is a misfortune. Equally to be deplored is the sight of a head teacher wasting valuable time over the banking of the savings of a few children. This certainly should be the work of managers and voluntary assistants.

English. Mr. Willis. "Composition is rarely more than fair and generally below that mark; and it will not improve until it is begun in the lowest standards. I have inspected the work of a German school in this subject, in which I found a regular graduated course, beginning with the introduction of epithets and advancing through phrases to sentences, to this I had not a parallel to show in our own curriculum.

"I still obtain very moderate educational results in English. Practically very little is done beyond the 3rd Standard; the scholars do not advance much beyond recognising the parts of speech."

"I have encouraged the course in this subject which includes commercial correspondence, paraphrasing, and the correction of common errors of speech. More time is spent in examination, but it affords a more practical training in the use of language than formal grammar." Grammar. Mr. Helps.

"Analytical grammar is often taught with much success, but anything like logical synthesis seems to be beyond the pupil-teacher, and the low class which he is usually set to teach. More attention should be given to the elements of English composition, how to write English in such a way as to be most easily understood with the least possibility of error. The most valuable result of good teaching is clearness of notion and its clear expression. The cultivation of this is the very essence of sound teaching. No rapidity of analytical reasoning, no mental dexterity, no stores of information can make up for its absence. In the teaching of grammar in the schools (and elsewhere) we get a quite general use of grammatical 'definitions.' Mr. Barnett.

"The pupils are made to learn a 'definition' by heart, mostly in words, imperfectly or not at all understood, *ignota per ignotiora*; whereas children can and should make their own working definitions. Paraphrasing is in literature what 'expression' is in 'reading.' The best of all literature cannot properly be read 'with expression,' the best poetry is beyond paraphrasing. And yet the first exercise given to pupil-teachers in English composition is probably an instruction to write an essay, and the second an instruction to paraphrase a difficult passage. To do either one or the other well would presuppose a considerable systematic drilling in the construction of sentences and paraphrases on definite themes.

"The character of some of the passages chosen by teachers for a whole year's recitation exercise of their pupils is often astonishing. Improvement is taking place owing to the action of some great firms holding the copyright of certain famous modern writers in sending their publications broadcast to the schools. I am of opinion that the 'English' taught to pupil-teachers and to students in training should be developed to meet this serious defect."

"History is advancing in popularity, and ought to become a very useful and educative subject, but as yet it is seldom well taught. The 'stories' are often the meagre outlines of a life or episode in which fact and gossip are indifferently mixed, and taken from the brief history book of the class, whereas the teaching of history to young children requires some knowledge and much art." History. Mr. Field.

"Under this head lessons in mechanics and for girls in domestic economy are becoming very popular. I have seen models made by boys illustrating some mechanical principle of the common pump or a fountain, or a system of pulleys. Lessons on such subjects as the making of starch, washing and cleaning of the dwelling without practical illustrations, seem to me valueless. The composition of food, its preparation and culinary treatment, would surely be taught most appropriately at the cookery centres. Lessons on such subjects as the scrubbing of a floor, cleaning of windows, painted wood, and fire-irons might all be given practically in a room set apart for the purpose and provided with suitable apparatus." Elementary Science. Mr. Helps.

"One or more specific subjects have been taught with more or less success in 59 departments for older children out of 162. They have been taught in all the schools which would benefit by the introduction of an extra subject. More use might be made of those subjects to cultivate powers of observation and habits of thought in the children. It would be satisfactory to find them more inquisitive, more ready, and more encouraged to ask questions of their teachers, instead of merely accepting what is told them and trying to store it in their memories without digesting it." Specific subjects. Mr. Synge.

Domestic economy has been taught in three schools, algebra and shorthand in two schools, mechanics, animal physiology, botany, chemistry, agriculture, and French each in one school. All of the above subjects (with one exception) may be, and on the whole are, treated fairly from the view of primary education because they are principally and specially worked as mind-formers; and the effect of the instruction in them will remain in the shape of permanent enlargement of the faculties of the scholars." Mr. Willis.

"The subjects most commonly taken are mechanics, algebra, French, animal physiology, and domestic economy." Mr. Helps.

"Algebra, mechanics, animal physiology, domestic economy, shorthand, and French are the specific subjects chiefly taught. The subject of mechanics is carefully taught and well illustrated in the board schools; at the Central Marylebone Schools there are excellent workshops, where instruction in wood, iron, and steel work, is successfully given. The subject of French, is, I presume, taught chiefly to give facility in speaking." Mr. Fitzmaurice.

"Singing is satisfactory on the whole, and occasionally is decidedly good. Much has been done to soften the rough voices of the children in poorer neighbourhoods. The ear-tests are remarkably well done in many schools, and wherever weakness Singing. Mr. Currey.

exists it is due to the teacher's want of musical aptitude. If the children are trained quietly and patiently step by step, a good proportion of them will do the easy tests proposed."

Mr. Fitzmaurice. "The least satisfactory of the tests is the naming of the notes sung by the examiners. I should like to see the children beat for themselves in the time exercises. The songs selected are frequently of more than average difficulty, and their rendering in many schools is very tasteful. More attention should be paid to voice training."

Mr. Aldis. "The tests are executed as a rule with remarkable fidelity, but music would undoubtedly gain by suppression in the case of irregular children. Results in the ear-tests are certainly best in schools where a few minutes daily is given to the cultivation of this branch of the subject. In the song-test fairly good work is done, want of expression and of a distinct articulation being the chief defects."

Mr. Hodges. "In no subject taught in our schools has greater progress been made than in singing. In London it is a very rare thing to find singing taught by ear. The schools in which the tonic sol-fa system is taught far outnumber those in which instruction is given throughout in the staff notation, but in the best schools some knowledge of both systems is shown by the highest division.

"As a rule the note and time tests are well done, but the ear-tests are weak. There is a decided improvement in the quality of school songs attempted, though trashy words are often met with, and the meaning of the marks of expression are not well known. Hence the words have no elevating effect, there is an absence of light and shade in the singing, and a corresponding diminution in its civilising influence. A part of every singing lesson should be devoted to voice training, and the forcing of head notes should be strongly discouraged as it always leads to flattening of pitch. I think it is a mistake to make the singing lessons too long. Short and frequent lessons are far more effective."

Needlework. Mr. Hodges. "The chief objection to the requirements as to cutting out is the waste of material, but in the best schools the older girls have not only cut out the garments they have made, but have also assisted in cutting out those to be made by the lower standards, and here there can be no waste of material."

Swimming. Mr. Hodges. "The subject being optional it is only taught in those schools in which one or more of the teachers takes an interest in athletics generally. Suitable baths are not sufficiently numerous nor conveniently placed. As we now have centres for cooking and laundry work, each with a capable staff, centres might also be established for swimming."

Cookery, laundry, and housewifery.

It is very desirable that proper centres for teaching all these three subjects, so necessary to the comfort of the home, should be established in all parts of London within convenient reach of every girl above ten years of age. A very fair supply of cookery centres, a fair number of laundry centres, and a room or two for housewifery already exist. But if domestic economy or the management of a household is to be efficiently taught in all girls' schools, the provision for all three divisions should exist side by side. Domestic economy embraces the scientific principles which underlie all of them, the necessary conditions of a healthy dwelling, the values and proper treatments of foods, and the materials and due care of clothing. At present the theory of domestic economy in all these branches is taught in the schools by one teacher, and the practical treatment in cookery, laundry, and housewifery respectively is taught by another teacher at the central classes. If the practical teacher were entrusted with the instruction in the science, as well as with its practical application, the school routine would be lightened by the relegation of the specific subject to its proper teacher, and though the length of the courses would be increased, an effectual combination of the theory and practice of the subject would be secured. The cookery lessons are uniformly successful as far as cleanliness and exactness of weighing and of measuring are concerned, two of the most essential qualifications of good cookery. But nearly all the cooking is done by a gas stove and little of it by an open range, and scarcely any of it by an open fireplace; a gas stove is not often found in the house of an artisan, and the open range with its single oven does not exist in the house of the very poor, so that the actual practice in cookery is of little use to the poorest and of only moderate use to the artisan's

daughter. The laundry work is increasing, and, in spite of the difficulty of finding sufficient garments of a suitable size for the children's practice, is doing good work in teaching the various modes of treatment required by the difference in the materials of clothing. Housewifery is still in its infancy, those who know the ignorance of very poor children as to the proper methods of ventilating and sweeping a room, or of laying a cloth or of doing almost anything to promote tidiness and comfort, will hope that the work may spread rapidly.

Mr. Synge. "The teaching of laundry work has extended considerably during the last two years, and the classes seem, as far as I can judge, to be practical and well managed and to give general satisfaction. The cookery classes are now within the reach of most of the girls in the district. But in respect to both these classes better organisation is much needed to prevent the breaking up of the instruction of the school. A study of the register of an upper class of girls often shows what heart-breaking work it must be to the teacher of the class, to have to repeat again and again the same lesson because of the number of absentees who were attending the cookery class when the lesson was first given."

General results. The general results of the work of primary education in London and its neighbourhood give great promise of progress. We have still to record a small residuum of grown-up boys and girls who may be classed as almost entirely ignorant. These children have never passed through a good infant school, either because they have drifted into London from the country, or because they have escaped the vigilance of the attendance officer by migration from one part of London to another. One of these migratory boys, 12 years of age, was discovered in the St. Pancras district, who had lived in London all his life, but had never been to school. These scholars may be said to have acquired nothing useful in the way of knowledge, but they have learnt some of the first lessons of cleanliness and of disciplined conduct. In the year 1872, very ignorant scholars of all ages formed a large proportion of the children admitted into the newly opened board schools; a large part of the scholars were generally placed in the lowest standard, and many of them left before they had reached the 2nd Standard.* The standard of education of the poorest part of the population has been greatly changed for the better since 1872. It may be said that nearly every scholar born in London passes through an infant school and through the two lowest standards of the upper school; and it should be remembered that the attainments of each standard have been considerably raised since the beginning of the work of the school board; the 2nd Standard of 1893 is higher in disciplined intelligence than the 3rd or even the 4th Standard of 1872. But though nearly all the children of London reach the 2nd Standard, it is much to be regretted that the numbers in the board schools (probably the same proportions hold good in the voluntary schools) for the year ending at Lady Day 1893 show a diminution from 67,626 in the 2nd Standard to 60,919, 50,631, 36,632, 21,676, 8,026 in the 3rd, 4th, 5th, 6th and 7th Standards respectively.

These figures translated into facts show (1) that more than 7,000 of these 67,626 scholars will probably disappear from school before they have acquired a knowledge of the arithmetic required for an ordinary money transaction or of the geography of their own country; they cannot read a story book with pleasure, and can spell only the commonest words; (2) that another 10,000, who may acquire the very elementary knowledge described above, will pass away without having learnt anything of the geography of our colonies, or of the construction

* Even so late as 1885 158 boys out of 257 were presented at the first examination of a newly opened board school in the 1st Standard.

of a simple English sentence, or of the simplest measurements used in trade, or of English history; they can spell fairly, and their handwriting is fairly formed; (3) that another 13,000 will disappear after they have reached the 5th Standard.

It would appear, therefore, that only one half of these 67,000 scholars will receive a fairly good primary education, *i.e.*, only one half of the scholars in London schools stay long enough to learn to write a well-formed hand, to construct in good spelling and with intelligence a simple English sentence, to know sufficient arithmetic for the ordinary purposes of trade and common life; they have a fair outline knowledge of general geography and of the history of England, and read with pleasure a useful or interesting book. It may be said, however, that the remaining half of our London scholars have a good groundwork for evening continuation schools. A fair proportion also advance considerably beyond this point, for in most schools a good series of object lessons leading up to some useful scientific knowledge, such as mechanics and domestic economy, is now being steadily undertaken, and the benefit of such a course is already beginning to be felt. The older boys in most schools draw very fairly, and the older girls have been trained in plain cookery work.

It is true that some part of the diminution of numbers in the higher standards can be accounted for otherwise than by capricious removal from school; a certain per-centage is due to deaths; sickness retards the progress of individual scholars, and if it is of an infectious character necessitates the absence of the whole family from school for a time; the great poverty of the home, which renders the small earnings of the newspaper boy or helpful girl necessary to the comfort of the family, thins the upper classes. It has been very difficult to work the machinery for compulsory attendance while the age of partial exemption has been fixed at ten years of age; it will be still more difficult when the age is raised in 1894 to 11 years.

Hitherto I have been speaking only of the results of our work as far as the intelligence and attainments of the children are concerned, but it would be difficult to over-estimate the good behaviour and disciplined conduct of nearly all our London schools. Habits of self-restraint, respect for each other and for their teachers, good-tempered helpfulness, kindness to the afflicted, and many other good qualities are the fruit of the system of primary education which has grown up, like all other English institutions, with the consent and good-will of the people.

In spite of all discouragements it is the duty of all concerned to keep steadily at work and not to lose heart; the local managers must harden their hearts and sift with a closer mesh the applications for half-time exemptions; the attendance officers must expound the law more strenuously; the magistrate must be more stringent in enforcing attendance; the teacher must make the school attractive; the inspector must make full allowance for all drawbacks and co-operate with the teacher in winning the children to school. My long official life of 37 years has not diminished the hopefulness with which I regard the future of our system of education; the general co-operation of all friends of the cause (and among the best friends I reckon the parents) has been gained, and the children are happy in their schools.

I have the honour to be, &c.

T. W. Sharpe.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1893, *by* the REV. C. D. DU PORT, *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* EAST CENTRAL DIVISION, *comprising the Counties of* BERKS, BUCKINGHAM, LEICESTER, NORTHAMPTON, OXFORD, RUTLAND, *and* WARWICK.

MY LORDS,

I HAVE the honour to present, in accordance with your instructions, a report on the educational work of the East Central Division of England.

Extent of division.

The division includes the counties of Berks, Buckingham, Leicester, Northampton, Oxford, Rutland, and Warwick, with part of Hants and Wilts. Thus you will at once perceive what a marked variety of school conditions is included.

Variety of conditions involved.

The conditions vary from the purely agricultural life of the Aylesbury and the Basingstoke districts, with their almost entire lack of large towns, through the more mixed urban and rural life of the Reading, Warwick, Oxford, and Northampton districts, up to the preponderating town life of the region about Leicester; culminating in the great Midland capital, Birmingham.

Elastic lines of criticism needed.

And, as the conditions differ, so surely may the methods and the tabulated results of the work of the Department's officers there, be allowed to differ also. It is unreasonable and equally misleading to judge Birmingham and Buckingham by one and the same rule and standard; we might as well gauge weight and area by the same measure. I lay stress on this, for there has been in the past on the part of critics a far too strong and general tendency to insist upon absolute uniformity of standard and of working method amongst H.M. Inspectors. I do not deny that our own Code rules that treat Birmingham and Buckingham on practically identical lines, may be in part responsible for this: I do not deny either that our further rule of making higher or lower grant-awards in due proportion to recorded successes, gauged on much the same standard lines in our largest town and in our smallest village, may have somewhat helped this; and it may well be that there are financial and administrative reasons which make it very difficult to supersede these Code principles, even if it be admitted that such a supersession is one devoutly to be wished: but whether or not all this be so, I feel convinced that a Chief Inspector would be damaging the educational progress of his division and paralysing the practical influences of his colleagues in their touch upon their district areas, if he were so to press for scheduled uniformities as to make himself blind to *actual differences* of condition and of facts.

The personality of Inspectors must not be deadened.

I go even beyond this, and express my conviction that such a policy would damage the individual value of the officers concerned: an Inspector is nothing if he relies on mere cold official rule impersonally carried out; his power for good lies in his personality: destroy that, and you have reduced him to a mere machine, but maintain and respect and cultivate that, in due general subjection to the Department's laws and living policy, and in full human touch with a Chief Inspector's own individualities of sympathy and of aim, and you will maintain every officer at his best; modifying (let us hope) such individualities as may be tending towards eccentricity, and leaving intact all the forces of the personality of each to act naturally and in accordance with their own

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inherent elements of worth, in loyal general accord with Departmental Codes and accepted principles.

Let me now touch this subject from a somewhat different point of view. Thus far I have been theorising. Let me now throw the light of facts upon it.

Noticeable parallelism of aim among the districts.

I have worked with all my divisional colleagues either in my own district or in theirs, and not seldom in both: I have also occasionally visited their schools alone, on appeal made against the Inspector's verdict and report; and, speaking generally, the facts show that our general aim is the same, our general lines of work similar, our general standard of criticism parallel. Of course, there may be points to be relegated to the category of "*exceptis excipiendis*": age will creep on and claw even Inspectors in its damaging clutch; health and constitutional nerve conditions will not, unfortunately, always range themselves upon the best average level: individual character, however superior in itself, does not invariably lend itself equally to the particular and rather delicate working sphere of a modern inspector of schools: but, allowing all due importance to such and similar exceptional circumstances, I wish to impress you, my Lords, and (through you) the world of educational experts and critics, with the fact that on visiting chance schools at chance dates (just as my own Lambeth district engagements happened to permit) with the several inspectors of the division, I have found myself as much at home as if I had been at work among my own East Lambeth classes, and I have felt, speaking generally, that the same work was being done, and the same end being sought, that I would have wished to have seen done and sought, had I been the responsible Inspector in charge of the visit; and I have been able to take part in the day's duties, and to enter into free conference over them without the slightest sense of constraint or strangeness: in fact, I have found that my general impression was a sense of parallelism, and a feeling that individual differences were little more than the mere outward expression of the differing personalities involved.

Many districts now under review familiar to me 25 years ago.

There is one point to which your Lordships will almost expect me to allude: I mean the fact that, in calling me to the responsibilities of the chiefship of the East Central Division, you have given me the opportunity of visiting in that capacity many parts of the country that I used to know well years ago as responsible district Inspector in those counties. I have thus revisited several schools that were under my inspection in olden days, and I have, in conference with colleagues, been able to review not only schools but districts that I knew well in their earlier stage of educational development. It is very gratifying to me, it will be very gratifying to you, and I am sure it must be most gratifying to my colleagues now at work in those parts, that I am able to report striking progress and high promise of further advance, as a quite general feature of the work. In one place, what I used to know as a well organised school has developed its organisation, and has advanced and widened its educational curriculum; in another, a village school (that was struggling years ago to do its best under cramped conditions) has ripened up into a well-arranged, roomy, and well-organised Board School; in a third, a small rural town (that I can remember long since just keeping a rather sleepy and indifferent educational head above water) has developed a spirit of vigorous and ambitious practical enthusiasm, noticeable alike in managers, teaching staff, and children.

Advance evident.

Resulting confidence.

All this is full of encouragement. Of course, as the individual reports of my colleagues at work in the divisional districts will doubtless show, there is much still to be done: but often outsiders so look at and so harp upon the work still waiting and the *nuclei* still undeveloped, as to

forget or greatly slight the evidence given by accomplished facts, and the encouragement offered by already well-developed educational germs. For, the zeal of my colleagues, and the value of your Department's efforts, and the awakened spirit of local interest and of higher aims, and the influence of the teachers, are not to be measured by the cases in which *vis inertiæ* has prevailed: they are to be gauged by the immense number of instances in which *vis inertiæ*, with all its environment of sluggish life and slovenly work has been overcome; having been compelled to yield to a forcible active spirit that has not rested until suitable structural accommodation has replaced the former cramped and unhealthy condition of things; and that, not resting in mere material improvement, has gone on year by year with the attempt to make the breadth and thoroughness of the educational work within, worthy of the better housing that has been provided for it.

Do not think me a mere optimist, my Lords; I see much that remains undone, and I see much that still awaits improvement, but he who means to face the future manfully and to do its work bravely should, like a true philosopher, face the *unknown* through the *known*; reasonably basing his hopes of future further developments and evolutions upon those established and evident facts of evolutionary development with which the past stands crowded: for, what has been done in the difficult slower period of early evolution should not only be repeated, but should be far surpassed in the later easier stages of the work's further development.

The strength of Midland corporate life.

I would be doing an injustice to the East Central Division of England if I said no word touching its most prominent modern feature; viz.; its wonderful exhibition of *esprit de corps*, *practical sense*, *persevering ambition*, and *self-sacrificing determination*, in the marvellously vigorous and united corporate life of its great towns.

Here lies a very object lesson for us all; and for our still unwieldy London as much as for the rest.

"Oh we can fight," said one of the Midland town residents to me, as we were talking over the school affairs of his town; "and whilst the "elections are on, we *do* fight: fairly, I hope, but hard: but, once the "fight is over, and the Board or other corporate body has been elected, "then we that survive the fight shake hands as elected working mem- "bers of that corporation; as much as to say that we shall now work to "gether on this Board in as hearty and practical a spirit of co-operation, "as shall match the determination with which we fought each other for "the post."

Who is there but must admire this fine healthy spirit; who but must crave to have more of it as his own?

Granted that Birmingham is the capital of this corporation life, yet Birmingham holds no monopoly of it; and it was not in the capital, but in a far smaller Midland town, that the words I have just recorded were spoken to me.

You cannot wonder, then, that in those towns even a London Inspector whose pride it is to share in East Lambeth ambition and enthusiasm, stands still at times *to admire;* to admire the never halting progress that will not rest in structural school work until structural perfection shall have been reached; to admire the ever noticeable readiness to appropriate every new idea of value; to admire the evident efforts being made towards initiating new educational developments; to admire the zeal with which all seek after thoroughness and accuracy of work as determinedly as after expansion and progress; to admire the constant watchfulness with which they strive that the continuation of school life and of inherited school influences shall be secured; to admire the width

of view with which (whether in genuine Higher Standard Schools, or by bridged approaches towards Secondary Schools) the educational aspirations of special sections of the community are being touched.

Our chief point of regret.

There is, however, especially in the smaller towns and throughout the more agricultural areas, one melancholy subject for reflection: we have it but too often before us even in London; but in the ordinary provincial life of England, as in many a metropolitan district, the one blot on our success is the early age at which our children leave their school. People ask why we so often still find adults little or nothing the better for our Education Acts and our modern school organisations; and the answer is not to be found generally so much in the imperfections of schools or educational systems, as in the fact that the children are gone from education before ever education has had time to make any deep or lasting mark upon their intelligence, or any permanent impression on their subsequent lives.

I have reason to believe that we in Lambeth are better in this respect than the average, whether in London or the provinces; and yet it is depressing indeed to know (as I do know) that even with us only about 31 per cent. of the children remain at school long enough to spend a year in the completion of our 6th Standard work; and that only about 50 per cent. stay long enough at school to complete even the 5th Standard stage of elementary schooling.

The resulting deduction is that half our children leave off their schooling before mastering the simplest uses of ordinary "practice" and "proportion" in their arithmetic; before cultivating reading power over an ordinary newspaper; and before acquiring that simplest form of continuous sentence composition that consists of the mere memory reproduction of a narrative. Their only experience of reading has been obtained from technical class readers; and their main touch of composition has been through uninteresting dictation exercises involving what in their home life would be thought an unfamiliar diction replete with unusual words.

This is not likely to ripen often in after life into interested intelligent efforts towards intellectual self-improvement.

The school studies of that ill-fortuned moiety of our future citizens bear far too little direct connexion with their future social environment; those children pass altogether away from them, as they enter at a sadly early age the quite different surroundings of their "gone to work" life.

In towns this is somewhat relieved by the class subjects through the influence of which many of the scholars, even in the middle standards of the schools, have had their general interest and intelligence awakened in relation to life's geographical, scientific, or historical facts and principles.

Great good of the more disciplinary kind has no doubt been done by these somewhat artificial lines of work; but, how now "to make the dry bones live" is the problem awaiting solution.

Something should be done to give to our weaker localities, and to the weaker section of our children in other regions, a more *lasting* education; that shall naturally pass on (by continuative association and personally assimilated interest) with them from school, and become by natural growth a part of their future lives.

To achieve this we must somehow teach our children to read, less for elocutionary successes, and far more (as we read ourselves) for the sake of the matter read; and, if this continuation element is to be established, we must be content with, perhaps, lower feats in the spelling of bookish and (to these children) unfamiliar words; and must from the first aim at

sentence composition both with lips and with pen, combining with it a firm grasp of the orthography of the ordinary language of the children's probable future.

Thus, their simple letters to friends and superiors by-and-by will not prove a mere monument to a false system of teaching, whereby giant words never to recur in their experience were spelt with slavish accuracy, whilst the little commonplaces of an ordinary letter to a patron or a relative were left to take care of themselves.

Cases of "appeal."

There have been "appeals" against the verdicts of some of my divisional colleagues, to which it has been my duty as Chief Inspector to respond; these verdicts of "inefficient," however, have been in every instance maintained as true; and, indeed, there was, as a rule, little or nothing to support a case as against the district Inspector. Sometimes it has transpired that after the first warning by the Inspector, but often far too long after it, the inefficient teacher has been removed and a new teacher appointed some few months before the Inspector's second visit to re-test efficiency; in those cases there is a difficulty involved; for it is clearly impossible for the new teacher in a very few months to recover an actually inefficient school to a condition of *positive efficiency*. Such cases need careful watching; dilatory or half-interested managers might thus take unfair advantage; a series of cheap and barely efficient successive teachers might be put in one after another, year by year; and thus the recovered and lasting efficiency of the parish education be put off *sine die;* for an Inspector dealing with such schools of long-standing worthlessness would be slow to condemn as useless and inefficient any but a very manifestly worthless newly-come teacher; the third-rate cases might very possibly slip through the Inspector's hands, oiled down as his grip would then probably be by charitable consideration.

There is one further point that I wish to touch upon under the heading of "appeals."

"Appeals" rather monetary than educational.

It has been almost universally the case that the appeal was made to you, My Lords, upon *financial* and not at all upon *educational* grounds. In more than one instance this was openly and naively admitted to me by the managers. No well-based *educational* attack upon an Inspector's standard, aim, or methods, has ever been laid before me. A hot-tempered and baseless hint as to an adverse *animus* having been at work on his part may have been thrown out against a colleague, I admit, and deplore; but a case of formulated and foundationed *educational* evidence in favour of the "appeal," I am unable to recall. The annoyance was not that the school had been wrongly stigmatised as "inefficient;" but that the *expected money* had been withheld by you upon your officer's report.

I am anxious about this; I dare not assert my ability to prescribe for the evil; that rather lies in the province of those to whom and for whom I am here writing; but I cannot help thinking that if every union, or other composite area comprising several parishes, had some one directly responsible educational authority attached to it, as is the case now with boroughs possessed of school boards, there would be more hope of having some kind of truly educational (and not merely grant-covetous) spirit awakened among our isolated, self-bounded, and often self-satisfied if not self-conceited unit parishes.

And now let my colleagues speak for themselves.

School supply and attendance.

As regards "supply," Mr. Tremenheere reports that school accommodation is steadily overtaking the needs of the Reading district. He says:—

The Reading District.

"Since I last reported, seven newly-erected schools, of which all but two are of considerable size, have been added to my list and visited; while eighteen others

have been enlarged. The abolition of fees has had the effect of compelling three others, previously uninspected, to apply for annual grants; and some half-dozen more schools of this class will doubtless shortly come upon our inspection list. The quality of the accommodation has also been improved by the entire rebuilding of four schools, and by the provision of new offices in fourteen, new cloak rooms in eight, and additional playgrounds in two. The issue of Circular 321 will result in further structural improvements.

"The Reading School Board continues to discharge its duties with excellent method and untiring zeal.

"Most of the building activity which has been in progress during the last two years has been caused by the operation of the Assisted Education Act, which has resulted in a large addition to the numbers on the books, and, what is more gratifying, to a still larger increase in the average attendance.

"Town and country schools, and both senior and infant departments, contribute to this result; but in the infant sections of rural schools the expansion has been almost phenomenal, the number of enrolled scholars having increased over 16 per cent., and the number in average attendance over 20 per cent.

"The regularity of attendance, as measured by the proportion of registered scholars who are daily at school, also shows improvement, having risen from 81 per cent. in 1891 to 83 per cent. in the year under review.

"I think we may now say that the problem of getting the children to school at an early age and keeping them there in pretty regular attendance for a few years has practically been solved; but it is truly lamentable to think how soon they leave us. Even in the borough of Reading only 3 per cent. of the scholars are over 13 years of age; but, I rejoice to add, the Board have recently by an unanimous vote raised the total exemption standard to the 6th. It is high time that the byelaws throughout the country were revised. I have heard the remark made that the better the teaching the worse it is for education; and it is true in this sense, that there is more promise of permanence for the intellectual and moral discipline of a boy who moves slowly through the Standards, than of one who is enabled by brighter abilities or superior teaching to pass his Standard at 10 or 11 years of age and go forth into the world to forget."

Birmingham.

I next subjoin Mr. Airy's tabulated statement and remarks upon attendance and supply at Birmingham :—

Year.	Population.	Number on Books.	Average Attendance.	Per-centage of Average Attendance to Number on Books.	Per-centage of Average Attendance to Population.	Accommodation provided.	Accommodation needed.	Deficiency or Excess.	Half-timers.
1871	342,505	25,941	16,263	62.3	4·7	30,696	57,090	26,394 (def.)	—
1891	429,171	73,822	60,575	82·0	14·7	72,093	71,529	564 (ex.)	—
1893	492,801	85,972	74,112	85·0	15·0	82,836	82,133	703 (ex.)	64

Mr. Airy proceeds :—

"In 1892, when the borough was enlarged, the population was increased by 48,945, representing an additional average of attendance of 8,182 children.

"The per-centage of average attendance as compared with the number on the books throughout the district, for board and voluntary schools together, has, in spite of a small reduction in consequence of the inclusion of the new districts, been raised from 82 in 1891 to 85 in 1893. In the voluntary schools alone it has risen from 78·6 to 83. This increase appears due almost entirely to the universal operation of the Free Education Act. Many of the voluntary schools which in 1891 (mainly, perhaps, in consequence of the lower fee then charged in the board schools) were on the downward path, with steadily decreasing numbers, are now, in spite of comparatively inferior staffs, appliances, and curriculum, inconveniently full. In other ways, too, their outlook is far more favourable. In a former report, when noticing the difficulties which beset them, I remarked especially upon their isolation and upon the absence of all co-operation or apparent desire to co-operate. A different spirit is, however, now at work, and two manifestations of this spirit are now particularly noticeable. The church schools have now united in establishing evening central classes for their pupil-teachers, which are working with vigour and with promise of the best results; the other instance of co-operation has been the

establishment, in a great measure through the liberality of one layman, of cookery and manual instruction centres, to which boys and girls from the neighbouring church schools are admitted. At present, there are on the books of the Manual Instruction Centre 400 boys, while 218 girls are attending the cooking centre. I am in hopes that before long additional centres may be established in other parts of the town. This awakening on the part of the voluntary schools to the necessity of co-operation is very gratifying."

Next, let Mr. Milman tell his agricultural tale of supply, structural conditions, and attendance in the Basingstoke District. The Basingstoke district.

He reports :—

"Of course in a country dotted over with villages, the question of the supply of schools is a difficult one. In some cases the villages are so grouped that the number of schools might be sensibly diminished to the saving of teaching power and expense. In others the children have to travel long distances from some outlying hamlet or group of farm cottages. It is not uncommon to find children coming three or four miles to school; and in favourable weather these children are amongst the most regular.

"As regards attendance, I am afraid I must say that compulsion is rather moral than legal. It is the fashion to lay all the blame on the magistrates; and though no doubt it is true that here and there a member of the bench sets his face wholly against education, still their gentleness in the matter is too general for us to put it down to personal caprice. There must be other causes at work, and among them I would mention the dislike of Englishmen to have compulsion applied to them in any form, the unwillingness of parents to see their children better educated than themselves, the usefulness of the children at home, and their power to earn money and so eke out the scanty subsistence of the rural labourer. These causes no doubt operate in particular cases.

"I believe, however, that the general question turns on the appointment of the attendance officer. He is usually a pluralist, and one of his minor duties is the superintendence of the children's attendance at school. If he visits schools at all, it is generally at fixed dates when the parents can prepare for his coming by sending their children to school for a few days previously. Then, when he does bring a case before the magistrates, it is not heard for some weeks; and meanwhile the parents take care to send the children to school regularly. Thus they have two pleas: first, that it is hard to be punished for an offence committed so long ago; and, secondly, that the child is then attending regularly enough to please everybody. It should also be remembered that those officers have sometimes unreasonable distances to travel. The remedy for all this is no doubt difficult to find without considerable expenditure of money; but till it is found we shall have continual complaints as to the irregular attendance of children. Meanwhile, managers and teachers must do all they can to entice the children to school in their own way; by giving prizes for regularity to individual children or by according some privilege to the class that attends best generally.

Free education seems to have increased the attendance as a whole, but the increase has taken place chiefly in the junior classes of the infants schools. I am often told that the elder children are not attending as well as they used to. The condition of the school premises has given me much anxiety, largely alleviated, however, by the appearance of Circular 321, which has strengthened my hands. The misfortune is that it has appeared at a time when the agricultural prosperity of the country is at a low ebb, and there is no money for much needed improvements and enlargements. Many of our schools were built in the early days of education and have had nothing done to them since, so that they would want patching even if there were no *modern requirements*.

"The chief defects are found in the ventilation, the accommodatien for hats and cloaks, and the offices. It is no doubt difficult to get the offices properly looked after, especially in the case of mixed schools under a mistress; but as a place for the *formation of right habits*, they are as important as the schoolroom itself.

"We are fairly well off for playgrounds. In many places they are scarcely needed, as the children have a common, a piece of waste ground, or a neighbouring field to play in. Unhappily these are not always inalienable from the school; and in a few cases the children have only a frequented road to play in to the imminent danger of life and limb.

"It is not uninteresting to note that in those places where most was done in the early days of education, some forty or fifty years ago, we now find improvements or enlargements most necessary. The pioneers in education, as in many other things, have been the greatest sufferers."

Buckinghamshire.

Regarding supply and attendance in Buckinghamshire, Mr. Kenney-Herbert writes as follows:—

"As far as the provision of the necessary number of places for the children in my district is concerned, I think that there is no reason for complaint. It is either sufficient or is being made so. But I am afraid that the quality of the provision is not very first-rate in all cases. My enclosures to Circular 321 reveal the fact that very few schools except those quite recently supplied or restored, have been found to be faultless.

"I do not find any improvement in the children's attendance at school. The smaller infants, the babies, are sent to school with some regularity because their mothers want to get rid of them; but as soon as they are old enough to be of any use they begin to attend irregularly. Among the elder scholars the freeing of the school as regards fees has not helped the attendance in the slightest degree. School Attendance Committees are as obstructive and injurious to the cause which they have been established to serve, as they always have been and always will be, so long as they are composed of their present elements. The result is that all children who have passed the partial exemption standard, are allowed to attend as they please, and this accounts for our 5th, 6th, and 7th Standards being so meagrely represented, and for so many young children being found in the elementary-subject classes of our evening schools."

Warwickshire.

Under these heads, Mr. Capel writes of his district:—

"In the last two years the extent of my district has been altered. All South Warwickshire has been added to the district on which I have to report; and, on the other hand, the Saltley Schools have been transferred to the Birmingham District. I have now about 24 or 25 School Boards with more than 50 schools under them. Of these the largest are Aston and Yardley, Coventry, and Atherstone, Warwick and Leamington. All these are districts where the population is increasing rapidly, and where it would hardly be possible for the additional accommodation which is absolutely required to be provided by voluntary effort.

"In Warwickshire, as in other parts of England, the population in the rural districts is either not increasing at all or is increasing very slowly. In the neighbourhood of large towns, especially in the suburbs of Birmingham, it is increasing very fast. Still, I am glad to say the School Boards and other public bodies are able and ready to provide the increased accommodation needed by the increased numbers of children, and the per-centage of school-places to the whole population is much more satisfactory than I have ever known it. And these places are occupied; although the regularity with which the children attend is still, especially in rural districts, below what it ought to be. There are very few children now who do not receive some education; and there are not many who have not an opportunity (if they choose to take advantage of it) of getting an education which will fit them for any situation they are likely to fill when their school days are over."

As to the South Warwickshire portion of Mr. Capel's district, Her Majesty's Inspector Mr. Iles reports through him as follows:—

"In the rural parts of South Warwickshire the country schools are often too large rather than too small. In many cases the presence of infants in the main room is undesirable; but the average attendance only necessitates one teacher; and two rooms would prevent the whole from being under one person's care. The attendance of babies has increased with the abolition of fees, otherwise there is little appreciable change in the attendance. There seems to be an increase in the number of children who miss from one to three attendances per week. The School Attendance Committees seem unable to even attempt to cope with this evil: complete regularity depends largely on the character of the discipline and the teaching. The machinery for compulsion fails from the issue of too many warnings and threats. *Don't do it again*, continually repeated, cannot be expected to do good.

I am unable to learn that School Attendance Committees ever importune the magistrates on these attendance cases: a summons is issued, and a warning from the Bench is perhaps the only result; the matter is then allowed to drop with the complaint that magistrates won't convict."

The Leicester district.

And Mr. Haslam says:—

"The supply of school accommodation continues on the whole to keep pace satisfactorily with increasing requirements. In the enlarged borough of Leicester one large board school has been opened; and three others ere long will be added to my list.

Under the Loughborough School Board, two schools, one permanent and one temporary, have been opened: and in several places satisfactory enlargements have been carried out.

"The per-centage of the average attendance as referred to the number on the books (for older children) has varied from 90·6 in the Loughborough Union to 81·6 for the whole district. The corresponding figure for infants' schools is 71 per cent. These figures show a slight improvement since 1891."

The Oxford district.

Mr. Pickard writes from Oxford :—

"I can give a good account of the existing school supply of my district. Notwithstanding the agricultural depression, voluntary managers are determined to keep their schools sufficient, and as far as possible efficient. My chief endeavour during the last two years has been to obtain class-rooms for infants and cloak-rooms. The Assisted Education Act has produced a considerable increase in the average attendance, especially among the infants. When the parents had to pay fees they would not let their children go to school till they were five years old; but, now that fees are abolished, all the tiny mites of three years old are sent to be taken care of.

"Managers sometimes tell me that parents no longer value the education for which they do not pay, and that attendance is more irregular, unless the School Board or School Attendance Committee do their duty. The members of these bodies tell me that it is no use instituting prosecutions because the magistrates will not convict."

The Northampton district.

Of the Northampton district Mr. Cartwright says :—

"The returns of the last census show an increase of 32,000 in the population of my district. This increase is almost entirely in the large towns of Northampton, Peterborough, Kettering, Wellingborough, and one or two places like Rushden engaged in the shoe trade. The purely agricultural unions tell the usual tale of a diminishing population. Those towns are the only places where much extension of school accommodation has been necessary.

"In Northampton the board moves cautiously, if not slowly; as a school on the Whitworth estate, projected three years ago, will not be opened till next year. Additions have been made to two of the other board schools, and a new Roman Catholic school has also been built. In Peterborough a first floor is being added to the St. John's National School; a new Roman Catholic School has been built; and the Great Northern Railway has erected an excellent boys' school, to be followed, I hope, at no distant date, by similar buildings for girls and infants. In Kettering our Vice-President opened, in December 1892, the Stamford Road Board School, with accommodation for 1,100 children. It is the first school built by the board; it is a model of good design, with a central hall surrounded by class-rooms; and all the arrangements are excellent. Another large school, with accommodation for an equal number, will be opened in the spring.

"In Wellingborough, where the railway extension will probably lead to a considerable increase in the population, a large school is projected. In Rushden, too, a new school is being built.

"Besides these new schools, the great efforts made by managers to remedy the defects I had pointed out to them in the buildings of old schools, made the duty of replying to the questions in Circular No. 321 much easier than it would have been.

"Lighting and ventilation have been improved, cloak-rooms built, and class-rooms added, and increased efficiency may be confidently looked for.

"With regard to the attendance of the children, I am glad to speak more hopefully, and to report a decided improvement which I hope will continue. For this the different local authorities deserve much credit, which I am glad to acknowledge.

"The attendance in large towns has improved, though it is still (with the exception of Peterborough) below what it should be; it is surpassed by that in several of the country unions, of which Oundle comes first with 89·2 per cent., Brixworth second with 83·4, followed by Daventry with 83·2, and Thrapston with 82·8.

"But while mentioning these, I regret to record that the attendance under the Stanwick Board is as low as 69·4, that of Piddington Board 69·5, Hardingstone Board 71, Northampton Attendance Committee 72·4, Desborough Board 71, and Rushden Board 74·9. Free education has not had much to do with the improvement of attendance except in the case of the infants whose parents are glad to be relieved of their care; but I am of opinion that the greater freedom of classification permitted to the teacher has been wisely used to bring pressure to bear on the parents of the irregular children, who are threatened with the degradation of their children to a lower class, and consequent inability to procure a labour certificate, unless they attend regularly.

"The presence of one energetic person who means business on the attendance committee has often worked wonders, especially when combined with an energetic magistrate on the bench.

"It is, above all, essential that the attendance officer should be a person of greater intelligence than the ordinary relieving officer, who usually combines this office with his numerous other duties. Amongst the various plans for securing a better attendance I may mention that of giving a half holiday if a certain high per-centage of regularity is reached; a challenge banner for the most regular standard is another; while, in some schools, the truants are brought in by main force by a band of picked boys sent out in search for them."

Technical and higher grade schools and central classes for pupil teachers.

Let me now introduce, as handed to me by some of my colleagues, the story of two or three very important special movements in the direction of technical and higher grade schools and teaching, and the formation of centre classes for pupil-teachers.

In the Reading district.

Mr. Tremenheere says:—

"The great educational event of the year has been the establishment in our midst of the University Extension College. Reading had for some time possessed a branch of the University Extension Association and a Science and Art School. In the spring of 1892, Christ Church, Oxford, offered us the services of Mr. H. J. Mackinder, senior student, and reader in geography to the University. His first step was to bring about an amalgamation of the association and the school, and the appointment of a governing body containing representatives of the Reading Corporation, the Reading School Board, and the Governors of the Kendrick Schools, as well as nominees of the expiring institutions.

"The appreciation in which the college, opened only at Michaelmas 1892, is already held is shown by the fact that the working men of Reading have raised among themselves a considerable sum of money towards building a corridor.

"The college has given us two courses of popular lectures, and five courses of public lectures of the ordinary *Extension* type; its natural science department has held weekly classes in 14 subjects; its art department has been carried on as the Art School was of old, and classes have also been conducted in the theory of music and in shorthand; while 11 students are being prepared for University degrees and other higher examinations; but what is specially interesting to us is the establishment of a normal department which undertakes for an annual fee of 2*l.* the instruction of pupil-teachers in history, geography, the English language and literature, mathematics, and music. These classes hardly got into full swing till Christmas, 1892; and as the examination occurred in April it would not be reasonable to look for very decided results at present; but there is already clear promise of fruit, and I have not the least doubt that ere long we shall see a very marked improvement, not simply in the instruction, but in the *education* of our pupil-teachers; who have flocked to the college from almost every school within reach of it."

Mr. Tremenheere adds the following regarding the progress of technical education:—

"I extract what follows from the Report of the Technical Education Committee of the Berks County Council, just issued.

"Twenty junior scholarships of the value of 25*l.* each, tenable for two years, were founded by the council, for boys between the ages of 11 and 13, who have for two years continuously attended rural elementary schools in the county, and made 90 per cent. of attendances. Forty-two candidates presented themselves for examination. The condition requiring 90 per cent. of attendances was fatal to a good many candidates; but the committee regards it as of great value, systematic progress being mainly dependent on regularity of attendance. The committee is gratified to observe that the occupations of the parents of successful scholars are very varied: they include those of gardener, coachman, bricklayer, carman, smith, carpenter, grocer, labourer, butler, relieving officer, bailiff, platelayer, attendant, painter, and bootmaker. This seems to prove that the scholarships have been gained by those for whom they were intended.

"Considerable difficulty has been experienced in finding suitable secondary schools to which to send the elected scholars. There seems to be a dearth in this county of institutions which offer the kind of training which these young persons require. The whole of the successful candidates are boys. I hope in time something may be done for the girls also."

I now subjoin Mr. Airy's account of corresponding efforts and advance at Birmingham :— In Birmingham.

"My last report contained an account of the establishment of the day training college for women, and my confident expression of opinion as to its success. This opinion has been, I rejoice to say, abundantly justified. Under the combined efforts of its admirable principal with her accomplished staff and the professors of Mason College, results of the most satisfactory nature have been obtained. In the examination for certificates which closed the first year in 1892, 34 per cent. (or 10 above the average per-centage of all the residential colleges) obtained a first class; while in its second year 42·5 per cent. passed in the first class, 48·5 in the second, and 9 in the third class. After the next admission the college will contain 90 students.

"Most of those who leave join the service of the board, which is thus acquiring a constant supply of bright, highly cultivated, and effective teachers, of wide intellectual interests and liberal views on educational questions.

"The relations between teachers and students are singularly close, and the home life and comradeship all that could be desired.

"The great event of the past two years has been the completion of the Waverley Road Seventh Standard School.

"This noble work, the latest outcome of a continuous policy pursued during 20 years by what has practically been the same board, notifies afresh and in the most emphatic way the resolve of the board to deal cautiously but thoroughly with the problem of higher elementary education, to satisfy the demands of the children of the high class artisan and the intelligent shopkeeper.

"This is a work which entails great expense upon the ratepayers; but not a word has been raised against it, nor will a word, I am convinced, be raised against the further development of the principle. And I cannot but hope that before long the Legislature will take account of the ever growing ambition of this class of children, and, in one way or another, give to such work the support which, as it appears to me, it deserves.

"It was the success of the Bridge Street Seventh Standard School, a technical school for boys only, that convinced the board of the existence of a demand for education of a still more extended scope.

"The new school has two sides, for boys and for girls; and for each a three years' course of study has been arranged.

"On the boys' side there are (1) two distinct technical courses, which fit the pupils to enter with advantage either one of the many industries in which chemical and general scientific knowledge is of the first importance, or one of those in which a knowledge of mechanics, mechanical drawing, and steam is the best equipment. In both cases workshop practice, drawing, and science form a large part of the training. There is also (2) a commercial course, including all the subjects of a commercial education. The definition is wide, for it includes drawing (both free-hand and geometrical), chemistry (both in theory and practice), the workshop, drill, singing, and physics.

"In the technical course, in like manner, full attention is paid to writing and composition, mathematics, and history.

"On the girls' side there are also two courses, domestic and commercial.

"The former includes cookery, dressmaking, the laundry, household accounts, household health, household chemistry, with English literature, French, composition, science, and drawing.

"The latter substitutes shorthand, book-keeping, commercial French, and geography for the domestic subjects named above.

"The school is built for 600, and already contains 252 boys and 160 girls. The equipment of the workshops, laboratories, &c., the result of prolonged thought, experience, and investigation, is admirable. With wise economy, no expense in the direction of efficiency has been spared."

Regarding central classes for pupil-teachers, Mr. Airy writes :—

"The anxiety of the board to secure teachers trained in the best possible way has nowhere been shown more strongly than in their provision for the pupil-teachers. I have on former occasions spoken strongly of the success of the central classes, with reservation as to the unadvisability of the evening classes.

"This objection has now in a great measure been removed, and will, I hope, shortly be altogether done away with. Candidates, and first and second year pupil-teachers, now work in school only half time. No evening meetings are held for them. The third and fourth year pupil-teachers still attend evening classes, and one class on Saturday morning.

"The improvement in the pupil-teachers' papers has, I am bound to say, scarcely kept pace with the efforts bestowed upon the teachers; but the new system has but just begun, and I have little doubt that in two years I shall have a very different tale to tell."

In the Oxford district.

Mr. Pickard reports:—

"Since the issue of my last report a day training college for men has been started in connexion with the University of Oxford. When I was instructed in July to examine the students, only one presented himself, but I understand that there are now (November 1893) eight on the books.

The Oxford Residential Training College for Women is allowed to have ten day students, five in each year. There are now in attendance one in the second year and three in the first year. Up to the present time the committee have not any cause to regret the admission of the day students.

"Under the auspices of the University Extension Delegacy, a course of 24 lectures followed by classes is being delivered by Mr. Graham Wallas, M.A., on the Growth of English Institutions in Town and Country. Among the 180 persons who attend them are 4 head teachers in public elementary schools, 12 assistant teachers, and 11 pupil-teachers.

"The Delegacy have also decided to arrange a course of instruction, suitable for teachers, on the Life and Duties of a Citizen, at the summer meeting in August 1894.

"Central classes for pupil-teachers were commenced in January 1893. They are taught by five of the head masters of the elementary schools in Oxford. Sixty pupils are in attendance, and they have been remarkably regular. They attend for five hours in each week, and have home lessons, which are carefully revised by the masters. All the subjects in Schedule V. are taught, except reading, repetition, music, drawing, languages, domestic economy, and needlework. The classes are under the management of the Church Elementary Schools Association, which provides the necessary funds."

In the Leicester district.

Mr. Haslam reports:—

"I am very glad to be able to say that while the Leicester School Board's classes for junior teachers are conducted with as much thoroughness and efficiency as ever, a similar arrangement has now been adopted both by the Loughborough School Board and by the Church of England schools in Leicester. The latter classes are attended also by some pupil-teachers from neighbouring schools outside the borough."

A Buckinghamshire sketch.

Let us now turn our minds for a moment from the contemplation of these helpful movements to the sympathetic review of pupil-teacher life that Mr. Kenney-Herbert's Buckinghamshire experience provides for us. He says:—

"The position of pupil-teachers in country schools is always, or very often, a trouble to us. These young people are *apprenticed* to learn a definite profession; to be taught how to teach. In all other professions or trades apprentices are taught their business, step by step, immediately under the eye of the master or some skilled workman. It is the teacher's profession alone, so far as I know, that is distinguished by allowing or rather compelling its apprentices to learn their business as best they can for themselves. I am not speaking of schools where a superintending headmaster goes round the classes and watches and guides his pupil-teachers in their practical work. I am not speaking, of course, of those happy young people engaged under school boards who can afford special buildings and special central classes for them; and who surround them with every advantage and encouragement which experience and personal care can devise.

"I am speaking of the apprentices in country schools who never receive a *critical lesson* in their lives; who are set down to teach an infants' class or some standard, perhaps in a separate room; and who never or rarely see the head master from week's end to week's end, except after school hours; when, tired out by all they have been doing, they have their own lessons to do or some work to submit for revision. It seems to me that this is all wrong; and that a system cannot stand which makes such a state of affairs possible; which fills the scholarship list with failures; and which crowds the ranks of the ex-pupil-teacher assistants with so many useless members."

In Warwickshire.

Mr. Capel, writing of North Warwickshire, makes the following interesting and suggestive remarks concerning the supply of pupil-teachers and the working of central classes :—

"There is no doubt a difficulty in obtaining boys for the office of pupil-teachers. Parents who can afford to pay a premium for their sons' apprenticeship, do not look upon the teacher's vocation with favour. It is easier to obtain good female candidates, many well-to-do poeple being anxious to make their daughters teachers.

"Central classes for teaching pupil-teachers gradually increase; but at present I have failed to discover that improvement in their work that I hoped for. Pupil-teachers in infants' schools are weak in those subjects (such as geography, history, grammar) which their fellow workers in the elders' schools are in the habit of teaching to their classes, but which are not taught in infants' schools. I think the least satisfactory point in our educational system to-day is the large per-centage of pupil-teachers who cannot be admitted into the training colleges. A few of the disappointed ones have the courage and perseverance to try again; and on a second or even a third trial are successful; but by far the majority give up the attempt and enter on their future work much less perfectly equipped than they should be."

The elementary subjects.

I will not trouble you with quotations in detail from Her Majesty's Inspectors' Reports, as regards the elementary subjects; you will not be surprised to hear that they very generally speak in a hopeful and encouraging tone; and that their tale is generally one of evident progress and success. Here and there a hint is thrown out as to the importance of giving still more attention in arithmetic to drawing out the intelligence of the scholars over both written problems and varied oral practical exercises involving thought and not merely technical method. Here and there, as regards writing, I find a wise hint given as to the superior successes of blackboard teaching as compared with ordinary copy-books that leave the pupil dependent on his (rarely watched) page-headings. Almost universally Her Majesty's Inspectors express their sense of the value of the *unseen* reading tests that we have been instructed to apply during these last years in our examination of the middle and upper standards of the schools.

A few complaints, with suggested cures.

There are, however, a few complaints as to the reading and spelling of the lowest classes.

Mr. Haslam thus formulates both the charge and the suggested remedy :—

"With regard to the elementary subjects, I will only remark upon a falling off of late years in the reading of Standard I., which can only be described as phenomenal. I feel no doubt whatever in my own mind that it is intimately connected with a neglect to teach spelling to that standard, which has been growing up during the same time."

The fault and remedy are, to my mind, still more clearly pointed out in the following passage taken from Mr. Milman's report :—

"The introduction of reading from a book new to the children has raised the character of the reading immensely, and before long I hope to see it adopted in all the standards. At present a first standard reading lesson is the most painful thing to listen to that I know. A short paragraph or sentence is taken and read over and over again till the children can read it by heart, and no attention is paid to the meaning or formation of the words, or to the story; but the book is simply got up for the examiner. And, to my mind, teachers do not read enough to the children; and, too seldom do they combine spelling with reading."

But the following passage, taken from Mr. Tremenheere's remarks, will perhaps best serve to exhibit the mischief, and to expound the cure :—

"Spelling shows most improvement in the upper standards, where the application of an unseen test has in many schools, though not (I regret to say) universally, led to the systematic *teaching* of this subject, in place of the haphazard grinding *practice* which formerly prevailed. It shows less improvement in the lower standards, where

the obligation to select a passage from a book used in the class still offers a strong temptation to continue in the bad old ways.

"I am very strongly of opinion that, seeing what a potent influence the conditions of examination exercise on the methods of teaching, unseen tests should be applied throughout the school. In reading this is equally desirable. Our present system begins the right method at the wrong end of the school. When we put a book into the hands of a beginner, it is not for the sake of its matter, but in order to teach him to translate the printed symbol into the spoken word; just as in spelling, he translates the spoken word into the written symbol. But to a more advanced scholar, in proportion as he has mastered this mechanical art, the matter of what he reads becomes increasingly valuable. Therefore, if any standards are to present prepared books it should be the upper ones; and from them should be required a knowledge of the contents, besides the mere ability to vocalise the words.

"It is unsatisfactory to reflect that reading still means in the lower standards the mere getting up of two short books."

Class subjects in town and country.

As regards the development of intelligence through such class subjects as grammar, geography, elementary science, history, &c., the report from the towns is as a rule highly satisfactory; whilst that from purely rural districts is far less encouraging. I subjoin a characteristic quotation from Mr. Haslam's picture of Leicester educational work. After reporting the high general success of this department of the school work in his district, he says:—

"The chief new fact I have to record as to class subjects is the careful and successful way in which the teaching of elementary science has been adopted by the Leicester School Board. Much pains and care were first devoted to drawing up very full schemes; and a whole year was then devoted to the instruction of the teachers in these subjects, before any change was made."

Now let me give you a rural sketch of school life, drawn by Mr. Kenney-Herbert's hand. He tells us:—

"As regards *general intelligence*, the tendency is distinctly progressive; but in the teaching of actual class subjects we have not advanced very much. In the larger schools (where circumstances as regards staff, size, regularity of attendance, position, and the material of which its scholars are composed, are favourable), these subjects are being well done now, as they have been well done in the past; but in the small schools, whose surroundings are not only not favourable but are entirely difficult, I do not see much improvement. But it seems to me that the lot of the country school teacher is not a very enviable one. Apart from the difficulties they have to deal with in the form of dull children who attend irregularly, either on account of the inaccessibility of the school or on account of their parents' apathy, I cannot conceive how they get through the work they have to do. There are five or six standards to be taught, singlehanded, in the elementary subjects, with needlework, recitation, drawing, and singing; and there is an infant's class, under the best assistant that poverty can afford, to be superintended, or (where there is no such assistant) to be taught. It is true that many teachers, of special gifts, have succeeded; but what of their less talented sisters? I cannot but think that we shall have to be tender as examiners in a good many cases, to prevent the extinction of several very useful though not very brilliant little schools."

On these subjects the following remarks by Mr. Pickard will well repay perusal:—

"Grammar appears to be gradually disappearing, and its place is being taken by geography or history. When the latter subject is well taught children appear to take a very lively interest in the lives of great men, and give ready and thoughtful answers. Elementary science has been taken up in a few schools, but in the majority of cases the results are extremely disappointing. This I attribute to two causes: first, the want of proper apparatus; and secondly, the very meagre scientific knowledge possessed by the majority of the teachers. This lack of knowledge is produced by circumstances, and not by want of ability. Few of the masters in country schools have lived in a town where facilities for acquiring a certain amount of scientific knowledge exist. The County Councils are now encouraging teachers to take up science (especially agriculture), by paying railway fares and offering inducements to attend lectures in Oxford or Reading. This is very laudable, but there is a tendency to acquire mere superficial knowledge, and then to teach in an unscientific manner."

As to the more special or "specific" subjects of our Code, their suitability as part of the curriculum varies directly with the urban character of the populations involved. Of the Buckingham District I read "specific subjects are not found in any of my schools"; and of the equally rural Basingstoke district I am told "specific subjects are practically unknown"; and the tale varies steadily through district after district of an increasingly urban type, through Oxford, and Warwick, and Reading, and Northampton, and Leicester, until it reaches its climax in the report that speaks of "this most important side of education," in the Birmingham Board Schools. Specific subjects.

Concerning needlework I receive generally very encouraging accounts, and only in the case of Mr. Milman's Basingstoke district do I hear any note of lamentation. Needlework.

The Birmingham Board, I learn, has moved definitely in the direction of providing a suitable course of hand and eye training for the 1st–4th Standards of its schools. Hand and eye training.

Where the circumstances are such as to admit of it—which seems not yet very often to be the case in purely rural neighbourhoods—I hear of increasing effort and decided advance as regards such matters as technical or manual instruction, cookery, laundrywork, &c.; and I note very general and marked progress in regard to drills, music, and drawing. Technical subjects, &c.

What a basis upon which to rest hope and encouragement is furnished to us all by this brief note of Mr. Tremenheere's: "There is not a "single school in my district in which the boys have not been taught "drawing during the past year."

Of the music in the Leicester District I am told that "singing by "notes has been taken in 56 per cent. of the schools for older children, "and in 67 per cent. of infants' schools and classes."

Of North Warwickshire it is reported that "singing by ear is "gradually disappearing and is found chiefly in rural schools."

And of Mr. Milman's extremely agricultural district, extending into Berks, Hants, and Wilts, I read that "note singing is largely taken, "and in many cases with much success."

The new Evening Continuation School system is pushing vigorously its first growth. I will offer no criticisms upon its working; they would have to be mere prophecies. Let them wait till prophecy has been translated into fact. Evening continuation schools.

The Inspectors of this East Central Division speak but with one voice as to the very high efficiency of the infants' school work done in their districts. Allow me to subjoin two pictures illustrative of this department of the work; the one, exhibiting to you the inner life of the board's infants' schools in Birmingham; the other, painting for you the leading features of, and the special difficulties affecting, infants' schools and classes under the strictly rural conditions of Buckinghamshire. Infants' schools and classes in town and country.

Of Birmingham Mr. Airy writes:—

"I have on previous occasions recorded my pride in the infants' schools in my district. Since I last reported there has been a steady advance in brightness and intelligence even upon the high standard then attained. In the delivery of object lessons, excellent as this was, a noteworthy improvement has been made. The drawings upon the blackboard are now made while the lesson is proceeding in coloured chalks wherever the subject admits of it, and the interest thus awakened among the children is delightful to witness. A considerable number of teachers have very successfully mastered that difficult secret of really good teaching, viz., the power of talking and drawing simultaneously. No infant school now under the board is carried on without dancing; and, in the poorest schools, I have seen (not

merely such rudimentary dances as polkas and Sir Roger, but) quadrilles in all their figures performed with activity and grace and with evident delight.

"The board, desirous of carrying out to the full the spirit of the departmental circular regarding kindergarten work, have lately appointed an inspectress of infant schools who has given especial attention to this subject, and her presence and advice are without doubt having a stimulating effect. Nothing, however, is plainer to me than the danger of sacrificing the spirit of kindergarten to the letter. The teaching of kindergarten work may be, and very often is, as unintelligent and mechanical, as great a weariness to flesh and spirit, as the teaching of anything else.

"So soon as freedom and spontaneity are given up, and that the name of Fröbel and certain *gifts* and *occupations* are allowed to become mere fetishes, the real good is gone, or, at least, is gravely impaired.

"The excellence of the infant schools in Birmingham has largely arisen from the fact that, along with all possible encouragement, a free hand has been given to the teachers. Having no *standards* with fixed requirements, each head teacher is thrown upon her own resources, with the result that originality and spontaneity are more and more developed."

Of Buckinghamshire Mr. Kenney-Herbert writes:—

"The infants' schools in Bucks are most of them admirably efficient. Nothing could be more satisfactory than the way in which they are conducted. Superintended by kind and thoughtful teachers who know their business thoroughly, everything is done which can be done to interest their little charges and to draw out their intelligence.

"The efficiency of the infants' *classes* is improving. I am always particular in dealing with these divisions, and I am glad to say that my suggestions are, as a rule, well received and supported by the head teachers with satisfactory results.

"The great difficulty of obtaining suitable assistant-teachers for these classes remains. The demand for them is great, the supply of them is small; and, of course, they look for a salary which will enable them to live respectably. It is this salary question which is often, though not always, the stumblingblock. One cannot help sympathising with the managers of voluntary schools who find it so hard to get subscriptions and to make both ends meet, and with the smaller school boards who, in the present state of agricultural depression, dare not increase the already heavy rates for the better maintenance of their schools."

Thus we may draw encouragement from these two opposite poles of school life—from the borough and the village. And if the borough picture moves some of us to envy, and if both pictures move all of us to hearty admiration, yet the village sketch, with its own special lines and tint of pain and strain, demands our sympathy as well as our admiration.

Conclusion.

Let these notes now struck, telling of real sympathy, hopeful courage, and earnest effort, lead up to the final chord of this report. They are essential to all successful educational work. They must enter into the life and character of everyone of us educational workers, if our work is to be really successful.

Let us take courage then, and in all "sweet reasonableness," keep pressing on.

Granted that much of our work, as I have above confessed, fails to ripen visibly in the after life of our scholars; still, much, very much, of our influence is succeeding and has succeeded. We are saving the mass of our children from the demoralising education of street and gutter, to which, without our school system, they would so often be relegated; and we are achieving more than that negative success, for, in numberless cases, we are lifting the intellectual and moral tone of those who are to be our future citizens; we are disciplining human nature; we are quickening higher interests; we are cultivating intellectual perceptions; we are awakening and strengthening mental activities; we are building up self-respect; in a word, we are making *character*.

I perceive this frequently as I compare the rural child-life of to-day with my memory pictures of children seen in those same villages a quarter of a century ago.

I perceive it in my own London district as I compare the facts of 1893 with the facts that I observed there when I first took charge some eight years ago.

But no words of mine can depict the reality of the progress made in recent years more forcibly than does this brief glimpse into Birmingham life, with which Mr. Airy concludes his summary report, and which shall bring me to the concluding lesson of this divisional review :—

"There is a marked rise in the *personnel* of the teachers; and even more noticeable is the change for the better in the apparent standard of comfort among the children. The very poorest *wastrel* class, the children of thieves and of abandoned women, and the sleepers under carts and in coalyards, receive in the Stainsforth Street and Gem Street schools as much attention and kindness as their more fortunate comrades, until they are able to take their places with the latter; whilst existence is rendered more tolerable to them through the Cheap Dinner and Protection of Young Children Societies.

"I have seen 18 years of Birmingham school life, and I find it difficult to believe that the children are of the same class as those whom I found here 18 years ago."

I have now shown to you, my Lords, I trust, enough of our work to prove that it deserves our constant sympathy; that it demands our untiring and enthusiastic action; and that it affords to us amply the helpful forces of well-based encouragement and hope.

I have the honour to be, &c.

C. D. Du Port.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1893, *by the* REV. F. F. CORNISH, *one of Her Majesty's Chief Inspectors of Schools, on the* SCHOOLS *in the* NORTH-WESTERN DIVISION OF ENGLAND, *comprising the* COUNTIES *of* CUMBERLAND, WESTMORELAND, *and* LANCASHIRE, *and the* ISLE OF MAN.

MY LORDS,

I HAVE the honour to submit my report on the North-Western Division for the year ending 31st August 1893. Division and district.

The North-Western Division, of which I took charge on 1st January 1892, contains both the Salford district, which I held from February, 1876, up to that date, and the Manchester district, for which I then exchanged it, the two districts being continuous and containing together a population of 1,174,899, the total population of the division being 4,177,826.

The present staff of the division consists of one Chief Inspector, eight Inspectors, nine Sub-Inspectors, 19 Assistants, one having been added since June, 1893. The present staff.

Mr. Scott Coward reported in 1889, "In Manchester, my own district, I should be unable to master the work in four months of the year "without some extraneous aid." The Manchester district.

Practically, up to August, 1893, the staff of the division, and of the different districts of which it is composed, remained the same as it was when Mr. Scott Coward reported in 1891 that "the vast Manchester "district, for instance, the largest in England, and if compared with "equal areas of population, say in London, distinctly under-staffed, so "fully engrosses the time and attention of the Chief Inspector in charge "of it as to leave him inadequate time in which to supervise his similarly "large division. He cannot do both efficiently."

And if Mr. Scott Coward felt this after he had been in charge of the Manchester district for five years, it was not unnatural that I should feel it when I took charge of it for the first time. Moreover, in February and March, 1892, the prevalence of influenza cut off any chance of help from the other districts of the division, such as had been forthcoming in previous years. In fact, had not your Lordships kindly allowed me to make a liberal use of the provisions of Art. 84, I do not know how the work of the district could have been carried on. By thus allowing certain schools or certain departments of schools which had in the year preceding obtained the highest possible grants in all subjects to receive the same rate of grant without examination for one given year, though the report on the premises, the teachers, and their lessons—no slight part of the labour in large schools—was made as usual, the general volume of work was much reduced. Out of 592 departments the results of the inspection of which were recorded in the quarterly returns for the 12 months ending March, 1893, 100, or one sixth had been thus passed over. This use of the Article on a large scale has furnished a unique experiment which is full of interest, and it has been shown that where, without previous notice, the best departments in a district are thus exempted for one year from any examination, the teachers and all concerned are put upon their mettle, and work with, if anything, increased vigour.

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In only a very small number of cases, where there were generally other causes in operation, have there, so far been the least signs of any falling off in the quality of the work and the general efficiency of the schools. Whatever estimate is formed *à priori* of the function of a Chief Inspector, which the Royal Commission in their report considered inconsistent with the charge of even a small district, it is plain that any Inspector taking charge of a population of 743,754, with some 500 departments, for the annual reports upon which he is responsible, must have a task at home to begin with which only those who are without experience would underrate, and one which would constitute a heavy preference claim upon his general power of dealing with his division.

Education in Manchester in 1876.

The year 1876, in which I came to Lancashire, was a turning point in the history of elementary education. The school boards were only just feeling their way, tentatively passing byelaws, enforcing attendance, and remitting fees. In the Salford district there were only three board schools, none at all in Salford itself.

School board exhibitions in Manchester, Salford and Bolton.

Higher grade board schools were unheard of, but in that year an interesting experiment was made which in these parts, at least, was the immediate cause of their establishment. I mean the offering of exhibitions to be competed for by boys and girls in public elementary schools, which would enable the winners to go free of cost for three years to a place of higher education, whilst defraying also part of the expenses of their maintenance at home. In Manchester and Salford this was done by various donors and by public subscription. In Bolton it was done at the sole expense of Mr. J. P. Thomasson, late M.P. for the borough.

In the examinations which in 1877 and the next two years I conducted in Manchester and Salford with the help of Mr. Northrop, we applied the test of a stiff 6th Standard Examination, with grammar, geography, and one specific subject, generally mathematics, the age of the candidates being fixed at 13 and under.

The result was that, whilst in Salford a few candidates from various schools were elected, in Manchester, where an altogether higher style of work was done, all the successful boys came from two schools, those in Peter Street and Lower Mosley Street, whilst only in the third year the girls from the board school in Christ Church, Greenheys, began to come to the front. The boys went with their exhibitions to the Grammar School, whilst the girls went to the High School for Girls, which was then being carried on in two private houses in the Oxford Road.

In Bolton only one boy was elected in 1877, but the three elected in 1878 have shown that all that was needed to call them out was the opportunity, a point which may well be laid to heart by our county councils. In short, there could not have been better evidence that, apart from schools of grammar school rank and the two schools already specified, the work of the public elementary schools began and ended in themselves, and was limited to what the Code in force for the time being actually paid for.

There were public meetings in each of the three boroughs to award the exhibitions, and it was a curious experience to hear each of the chief magistrates of those flourishing communities dwell upon the small amount of educational advantages that had fallen to his lot.

Higher grade board schools.

In Manchester the Peter Street School has grown under the able mastership of Mr. James Scotson into the present Higher Grade School in Deansgate.

In Bolton the generous benefactions of Mr. Thomasson, amounting to upwards of 750*l.* per annum, which he has renewed from time to time under such modifications as experience suggested, have exercised an influence for good, which it would be hard to over-estimate, upon the education of the children and the quality of the teaching staff of the borough. Bolton, too, has in the Clarence Street Higher Grade Board School under Mr. Thornton, who is an M.A., London, an institution of which it may well be proud.

The opening of the Higher Grade School in Deansgate made a distinct era in Manchester education, and one of which the effects are still patent.

Now that the country is awaking to the necessity of organising secondary education there is no doubt that questions of the highest importance will have to be solved in Manchester. In the words of the *Manchester Guardian*, "There are at present in Manchester at least six "institutions supported or aided by public funds—the Owens College, "the Grammar School, the High School for Girls, the Hulme Grammar "School, the Technical School, and the Central Higher Grade Board "School—which are in danger of largely overlapping in their work "and of expending on a useless competition resources which could be "much more profitably devoted to special needs."

At present the courses of the higher grade board schools and the three schools of grammar school rank overlap, whilst between that of the former and the Owens College, with its Day Training College, there is an interval to be filled up. The requirements of the Victoria preliminary and intermediate examinations are such as to decide to a great extent the curriculum of the school which undertakes to bridge it over, mathematics and *one* language being required for the preliminary, and Latin such as an average student takes three years to acquire for the intermediate.

The remaining districts.

In reporting upon this division I was met at the outset by the fact that the districts are few in number, and for this time they are diminished by the absence of any report from Mr. Steele. They are also large, and belong more than those of any other division except the North-Eastern to different types. I have, therefore, judged it best not to break up the reports of my colleagues more than was absolutely necessary, with a view to comparison by tabulation, but to allow each to tell its own story as far as possible in a connected form.

We get, therefore, Manchester, Salford, and Liverpool, densely populated centres, engaged in the export and distribution of goods; the rest of the Salford, and the Warrington, Bury, Burnley, and Rochdale districts manufacturing; and the Cumberland and Westmoreland district and the Isle of Man almost entirely rural. In each of these groups the nature of the local authorities, their exercise of their functions in respect of school supply, byelaws, and the success with which these are enforced, have certain features in common which can best be brought out by juxtaposition.

Isle of Man.

Mr. Scott Coward's report dealt so fully with the Isle of Man that during the time which has elapsed since it was written little has happened to record. The Douglas School Committee, under Mr. Ring, continue to work with vigour, and the want of a higher grade school which Mr. Coward recorded will, before this sees the light, have been supplied. The defects also in particular parts of the school supply both of Douglas and Ramsey will also be in course of being made good. During a month which I spent there in June, 1892, I was enabled to

visit a considerable proportion of the schools in other parts of the island, and to inspect a certain number of the mixed schools in quite rural places such as I had had very little experience of since my Lincolnshire days. Moreover, in June of this year I have visited some schools of this class in Mr. Fisher's district, two with him, one with Mr. Marvin, and two others to which I was sent on appeal. No one comparing these schools with those which I had known 16 years before could have failed to be struck with the very great improvement in every respect which they showed even compared with the best that I remembered. I was struck, in the Manx country schools, by the largeness of the numbers in the higher classes as compared with those in the infants' and lower, and whilst their school attendance has improved in spite of the difficulties interposed by weather and distance, the work of these older children, both in range of subjects and intelligence is showing the effects of it. I was particularly struck with the behaviour of these children under examination, with their brightness and the pleasant intonation which distinguished their reading and recitation from a good deal of what one meets with in Lancashire town schools. Several teachers expressed their regret that no regular provision was made for school libraries, which might enable the children to gratify the taste for reading which they are acquiring at school. I found in several of these schools that the older children answered very well in grammar, and in this respect my experience is different from Mr. Fisher's and Mr. Marvin's in the Carlisle district.

Assisted education.

Some of the most interesting questions in connexion with school attendance at the present time arise with reference to the effects of the Assisted Education Act, and upon this I shall have to quote the testimony of my colleagues. For myself I may say that I believe that the effects of the Act have been so far modified by the various attendant circumstances as to prevent any general statements from being worth much.

Its effects in infants' schools in Manchester.

To take the case of the infants' schools first. I find that in schools which are attended by children from comfortable homes the increase in attendance has often been almost nil. The parents were already sending them at as early an age as they cared to send them, and keeping them away for causes such as slight ailments or weather much as they do at present. In districts like Hulme, on the other hand, where the parents are often poor, but still not of the poorest, the increase has perhaps been the greatest. The fee was previously felt to be a drawback, and young children were kept at home on that account. A child, too, was rarely sent for part of a broken week. The effect upon the board's infants' schools in this part has been that as soon as the draft has been sent from the infants to the department above, the new comers have been ready to take their place instead of dribbling in during the first six months into a half empty infant school, which was, as a rule, overcrowded during the second six months. The result has been that, though the average attendance has not increased so much as might have been expected, it has been spread more over the year than was the case before. In the poorest class of all the desire to be relieved of the children has been a great deal tempered by the natural aversion from being at the trouble of sending them when there was no compulsion, and keeping them regular even when they had been sent.

Its effects in schools for older children.

With the children in the older departments the partial retention of the school fee has complicated the question too much to enable me to report anything of a general character. In a return furnished to the Manchester Board out of 35,429 children in actual attendance at the

board schools, 20,504 were free, 10,256 paid 1*d.* per week, 661 paid 2*d.*, 775 paid 3*d.*, 2,614 paid 6*d.* per week.

Mr. Harrison says:—

"The effect of the Assisted Education Act has been to free 45 per cent. of the Liverpool schools, and to partially free 10 per cent. more. The remaining 45 per cent. still charge fees. Three schools have not availed themselves of the fee grant and continue to charge fees at the old rate. In Liverpool.

"It was expected that one effect of this Act would be to increase largely the number of children under five years old who attend school, but the returns which I have been able to obtain do not so far show anything like the anticipated increase."

Mr. Brewer says:—

"Several cases of a want of free school-places have arisen in the carrying out of the Fee Grant Act. But as yet all the orders made on this account have been met by increasing the number of free places in existing schools." In Blackburn district.

Mr. Freeland says:—

"During the past year applications from parents or others *for free places* were received from Heywood, Accrington, Burnley, Nelson, from Ramsbottom, and from three parts of Burnley Union. In the boroughs of Nelson and Burnley the boards are making provisions. In the other places the accommodation asked for was supplied by the voluntary schools, and for the present there are no other demands. Most of the infant schools have been declared free." In Burnley.

But Mr. Freeland adds:—

"I may here remark that in the infant schools free education, while coinciding with a larger number on the books, has not affected the annual average. This has remained constant for four years." Attendance infant schools.

Mr. Wylie reports:—

"Both in Oldham and Rochdale the board schools have been free since the Assisted Education Act came into operation, but a far larger proportion of the voluntary schools have ceased to charge fees in Rochdale than in Oldham. The consequence has been that in Rochdale there have been practically no claims for free schooling refused, while in Oldham very strong feeling has been stirred on this question, and numerously signed petitions have been presented by parents in different divisions of the town, with the result that three large schools are to be built in the borough of Oldham, one in the adjoining borough of Royton, and in the neighbouring district of Chadderton a school board has been formed whose first duty has been to deal with similar demands." Oldham and Rochdale district.

As bearing upon the question of what becomes of the money which used to be paid in school fees the following is of interest:—

"The Oldham School Board are able this year to report that: 'In September '1891 they abolished fees in their schools amounting to over 2000*l.*, and that the 'transactions at their savings banks have about doubled since that date, the amount 'which has found its way to the banks being over 1,200*l.*' They publish tables showing that whereas in the year (1891) preceding the abolition of fees 26 per cent. of the children attending their schools had accounts at their banks with 701*l.* standing to their credit at the end of the year; in the two succeeding years (1892 and 1893) the number of depositors had risen to 35 and 39 per cent. respectively with 1,033*l.* and 1,465*l.* standing to their credit. In Rochdale the returns show 506*l.* standing to the credit of their depositors in 1892, but the amount had fallen to 409*l.* in the year ending November 30, 1893."

Mr. Fisher says:—

"The reports I have received differ as to the effect on school attendance of the Education Act of 1891. Improvement is recognised in 42 reports, and 33 state that there is no material change. On the whole I believe that the Act has worked improvement in two ways:—I. Parents who have kept children away at the beginning of the week now send them for the remainder, when before the Act they would have kept them away for the whole week rather than pay the unreduced Cumberland and Westmoreland. Act of 1891.

fee for part of the week only. II. Children under five years of age are sent in greater numbers, especially in towns, mothers finding it a relief to get their babies taken care of during school hours. This of course has a good result, as the children are earlier accustomed to discipline, and in the best schools receive really valuable instruction suited to their tender years.

"On the whole I think that a slightly increased regularity of attendance, and a distinctly greater attendance numerically are to be put to the credit of the Act.

Free places. "I believe that all the schools in the district have accepted the fee grant, and so far there has been no difficulty in finding the free places required."

School attendance in Manchester

It has been usual for Her Majesty's Inspectors to include in their Reports an estimate of the regularity with which the children attend school, based upon a comparison of the numbers on the books with the number of those in average attendance. I confess that my experience has not led me to set any high value upon these estimates, except in so far as they refer to one and the same locality at different times. The irregularities which prevail in some localities in the matter of the removal of the scholars' names from the books; the eccentricities in the details of calculation, and not least of all the difference caused by the making or not making of allowance for half-timers all reduce the chances of our obtaining any general accurate results. In the Manchester School Board district the per-centage for the three months ending September 29, 1893, was 80·07, and for the corresponding period of 1892 it was 79·72.

Liverpool.

In Liverpool Mr. Harrison reports that for many years the attendance showed a steady increase in regularity till 1891, when for the first time it remained stationary at 81·3; but in the last two years it has again advanced, and is now 83·9 for the city; and this is the more satisfactory as during the same period the number on the rolls has increased by over 4,000.

School accommodation in Manchester.

The question of school accommodation is one which in a district like that of Manchester would if the board were not very much alive to its duties very rapidly assume serious dimensions. Owing in part to the natural growth and in part to the local displacement of the population the board has had to provide several temporary iron buildings to meet cases of immediate and urgent necessity. It has, moreover, at the present time five new schools in course of erection, and plans before the Department for three others. It had also in November acquired a site for another school, and was in treaty for yet another site. In addition to this three voluntary schools had been taken over during the previous twelve months.

In Moss Side.

In the adjacent townships, Moss Side, after the question had been debated for many years, was forced by the closing of a voluntary school, to make up its mind, and decided to have a school board of its own, upon which has devolved the duty of making temporary arrangements, and also taking in hand the work of building two board schools.

In Stretford.

A similar case to that of Moss Side is the Township of Stretford, of which the local board is the educational authority. That a township with a population of 21,751 should in the year ending 30th September 1892 have been able to discharge its educational duties at a total cost for the year of 200*l.*, being ·37*d.* in the £ upon the assessable property of the township, is a remarkable fact, and, considering that the township abuts upon the ship canal, one which is hardly likely to be often repeated.

A census taken by the local authority showed that the number of children who attended private schools had been over estimated. The report of the school attendance officer for the year ending September

1892 showed, among other things, that the effects of the Education Act of 1891 in the township had been disappointing.

In Salford the ship canal and its approaches have introduced an element of uncertainty which can only be gradually cleared up. In Salford.

Mr. Pole reports:—

"There is certainly a deficiency in Salford, especially in the south and east of the borough. The school board has a good deal of building in hand, but it has been long in arrear, and its operations are in the direction of replacing old condemned premises rather than of supplying new accommodation where it is most wanted.

"The School Board for Bolton has opened three new schools of excellent type since I took charge of the district, and has satisfactory plans for the growing needs of the town for some time to come. In Bolton.

"The deficiency of school accommodation at Horwich is now engaging the attention of the Department."

Mr. Harrison says:—

"The Census Returns for 1891 showed a decrease of 34,000 in the population of the City of Liverpool, and of 1,100 in the number of inhabited houses. Independent inquiries tend to throw considerable doubt on the accuracy of these returns, and it is certain that at the present time the number of children on the rolls of the elementary schools is higher than it has ever been. In Liverpool. Census returns and number of children on school rolls.

"The question of school supply has been forced to the front lately in connexion with a demand for free places. Taking the city as a whole it appears from recent returns that there are some 12,000 vacant school places in all, but that these are not well distributed throughout the town. A recent enquiry showed in every district of Liverpool, as it has been mapped out for some years by the school board, an excess of accommodation over the average attendance, but in some the margin of excess is small, and in three of the districts it is rapidly reaching vanishing point. School supply

"In my last report I anticipated that the school board would soon have to consider the question of building in one or more parts of the city, and it has now been resolved to build two new schools at once, and to considerably enlarge an existing school. These with possibly one other, which may become necessary, ought to complete the school supply of Liverpool, so far as can be seen at present. The board have meanwhile opened some temporary schools partly to relieve any possible strain on the present schools, and partly to supply free places, but most of these have not filled very rapidly.

"A considerable decrease in the number of children committed during the last two years to industrial or truant schools is to some extent attributable to assisted education, but there have been other causes in operation.

"The private adventure schools have been great sufferers from the new Act. In the last two years the number of these schools has fallen from 50 to 38, the average number of children in each school from 38 to 35, and the total number on the rolls from 1,893 to 1,312. Private adventure schools.

"These schools have for some years been annually examined by gentlemen deputed by the school board, and the regularity of attendance and the education given have greatly improved. In a few cases still these schools prove attractive, because they are supposed to be socially superior to the public schools, but in the majority of cases they now seem to exist as a refuge for the sickly and the dull, who find the battle of life too severe in the ordinary school. They will probably gradually disappear, but in the meantime in Liverpool at any rate they are no longer a serious blot on our educational system, and may even serve a useful purpose in some cases."

Since Mr. Coward reported, the transfer of Mr. Parez to Derby has led to the Kendal District being merged in the united Carlisle and Kendal District, under Mr. Fisher, with Mr. Marvin as second H.M. Inspector. In this district Mr. Fisher reports that there is a total of 459 schools, comprising 496 departments for older children, and 188 departments or classes for infants, in which the average attendance for the older children and for the infants is 98, being exactly the same for each. Carlisle district.

The number of local authorities amounts to 95, viz., 81 school boards and 14 school attendance committees. In this multiplication of authorities, ranging through all degrees of efficiency, he feels strongly, as all Inspectors who have had to deal with efficient school boards must, the need for some "strong body elected for educational purposes only," and draws a lively picture of some of the smaller authorities and their general uncertainty as to the very provisions of the byelaws which in any case it would be unneighbourly to enforce. In the case of 49 out of 79 authorities no proceedings whatever have been taken before the magistrates. That in some places large numbers of children escape school altogether can hardly be doubted, and Mr. Marvin calls especial attention to the case of Whitehaven where the existing schools are in nearly every case quite full and in some cases overfull, and "yet one "may take a walk any day through the town during school hours "and find abundance of children in the streets, and teachers in "surrounding places say that more cases of neglected children come "from Whitehaven than anywhere else." In contrast to this laxity the practice of the Barrow Board is, as Mr. Fisher says, worth quoting :—

Barrow Board.

"The clerk states that 'the officers carefully watch changes in tenancy of 'houses. Any persons leaving a house are traced by inquiries into the new district 'where they have taken up their abodes, and the officer of that district (is) com- 'municated with. When any new tenant comes into a house full particulars are 'taken of the names and ages of the children, and attendance at school is com- 'pelled.' Unless this or something equivalent is done, though children at school are more or less looked after, we have no guarantee that all children, who should be, are on the books of a school."

Average attendance

Mr. Fisher appends figures showing the average attendance of the whole district for the past five years, and it will be noted that there is a marked increase in the last year, which he believes to be greatly due to the Assisted Education Act.

Attendance.

"Attendance (average) for year ending August 31 :—

1889 - - - - -	55,415
1890 - - - - -	57,604
1891 - - - - -	59,054
1892 - - - - -	60,611
1893 - - - - -	67,117

Ages of children in standards.

"I insert here, as bearing on the question of regularity of attendance, a table showing the average age of the children presented in each standard, as given on the examination schedules for the past year :—

	I.	II.	III.	IV.	V.	VI.	VII.
Years - -	8·0	9·0	9·95	10·97	11·68	12·59	13·22

"For my old district, excluding Cumberland, the corresponding ages for the year before last are shown in the following table :—

	I.	II.	III.	IV.	V.	VI.	VII.
1890–91 -	7·71	8·83	9·81	10·82	11·14	12·38	13·27

"In all cases, therefore, the age has gone up this year, but at present I am unable to say whether this is due to the inclusion of the Cumberland schools or to the working of freedom of classification. In any case it is disappointing."

Blackburn district.

Mr. Brewer's district remains the same in respect of area and population.

Educationa authorities.

"The local educational authorities are 21 in number, viz., 5 *school boards* in the boroughs of Blackburn, Darwen, and Wigan, and the townships of Pleasington and Shevington; 2 *attendance committees of town councils* in the boroughs of Chorley

and Clitheroe; 10 *attendance committees of local boards* in Ashton-in-Makerfield, Aspull, Church, Clayton-le-Moors, Great Harwood, Hindley, Ince-in-Makerfield, Oswaldtwistle, Pemberton, and Standish; and 4 *attendance committees of guardians* in the unions of Blackburn, Chorley, Clitheroe, and Wigan. The population is almost equally divided between school boards and attendance committees:—

School boards - - -	211,334
Attendance committees - -	222,691
	434,025

"At the time of writing, school supply cases, which might lead to the formation of school boards, are pending in Ashton-in-Makerfield, Hindley, and Standish, and the order for the election of a school board for the township of Pendleton and Mearley (union of Clitheroe) has just been issued. The local board of Rishton (pop. 6,010) has not yet availed itself of its statutory right to appoint its own school attendance committee, and remains for school purposes under the guardians of Blackburn Union.

"Since my report of two years ago there has been some advance in the standards for partial and total exemption, but these still remain low in the district generally; deplorably low in some parts of it. The standards for partial exemption are the second and third. Standards for exemption.

"*Districts in which Partial Exemption Standard is the Second.* Standards for partial exemption.

Aspull - - -
Blackburn Union - -
Chorley Borough - -
Do. Union - -
Clayton-le-Moors - - } with a population of 122,032.
Clitheroe Union - -
Oswaldtwistle - -
Pemberton - -

"In the remaining 13 districts, which have a population of 311,993, the partial exemption standard is the third.

"The standards for total exemption are the fourth and fifth.

"*Districts in which the Total Exemption Standard is the Fourth.* Standards for total exemption.

Aspull - - -
Hindley - - -
Shevington - - } with a population of 55,299.
Wigan Union - -

"In the remaining 17 districts, with a population of 378,726, the total exemption standard is the fifth."

Seeing that in three-fifths of Mr. Brewer's district the principal industry is the cotton manufacture, and that the cotton half-timers are under the provisions of the Factory Act, by which from 1st January 1894 the employment of children under 11 is rendered illegal, the reasons for altering the byelaws are far stronger even than they were for the cotton half-timer, who has usually reached his half-time standard three years before he is old enough to be employed. That the time has come when the whole question of byelaws with their provisions should be considered afresh must be evident to all those who are familiar with their operation. As an element which contributes to the irregularity of attendance, Mr. Brewer considers that the action of the magistrates in the neighbourhood of Wigan has a good deal of influence. The byelaws should be altered.

As regards school supply, Mr. Brewer reports that in Blackburn two new schools will have to be erected by the board. A school board will probably have to be elected in Pendleton and Mearley, possibly also in Hindley. At Ashton-in-Makerfield, Standish, and Wigan questions of supply are also arising.

Warrington district.

In the Warrington district Mr. Phelps reports that the population increases rapidly, and that more schools are needed, especially in the large suburban parishes round Liverpool, for which the existing school boards are making provision. In St. Helen's and Warrington, where there are no school boards, the accommodation is barely sufficient. In the Leigh Union, and notably at Tyldesley, the same difficulties are met with as those of which Mr. Brewer complains, viz., low standards of exemption and the permission given to children to stop away from school upon all sorts of pleas.

Bury district.

In the Bury district Mr. Freeland reports an increase of some 3,000 children on the books of the infants' schools, but none on those of the senior departments, which have hitherto shown a steady increase, and this he considers probably due to bad trade. The school authorities in the meantime seem to be busily employed in providing additional accommodation. In 1889 there were eight board schools, with an annual average of 1,027, whilst now there are 18, with an annual average of 5,153, and accommodation for 7,957. The school boards for the boroughs of Burnley, Nelson, Rawtenstall, Bacup, and for the united district of Barrowford, are all engaged in providing large schools. In the town of Colne there may probably prove to be a deficiency.

Mr. Freeland gives some statistics of school attendance obtained from the Forms IX. by comparing the numbers on the books with those in average attendance, and disregarding the half-time element.

Attendance.

"The Bury Union School Attendance Committee heads the list with 80·2 per cent.; Radcliffe Local Board District, Burnley Union School Attendance Committee, Burnley Borough School Board, and Bury Borough School Attendance Committee have 78 to 79 per cent.; Accrington Borough School Attendance Committee, Barrowford School Board, Heywood Borough School Attendance Committee, have 77 to 78 per cent.; Nelson Borough Board (a new authority) has 74·9, and the Rossendale Parliamentary Division (Bacup Board and Rawtenstall Board) have 72·4 and 72·9 respectively, while Haslingden Borough School Attendance Committee (in the same division) has 73·6. The school year contains about 440 attendances, and as the fee grant and examination grant amount to about 1*l.* 10*s.*, each attendance is worth nearly 1*d.* Comparing the attendance in Rossendale with that actually attained by the Bury Union School Attendance Committee, the annual loss of grant to senior schools in Haslingden is about 190*l.*, to the Rawtenstall Board about 350*l.*, and to the Bacup Board about 245*l.*"

Difference in the several attendance districts.

Mr. Freeland is no less emphatic than Mr. Brewer and Mr. Phelps in exposing the evils of irregular attendance, low standards of exemption and general laxity in the enforcement of byelaws. Local authorities, he adds, sometimes fail to resort to the proper remedy of industrial schools on the ground of expense.

Oldham and Rochdale district.

Mr. Wylie reports to the same effect for the Oldham and Rochdale districts, and adds:—

Standards of exemption raised.

"Owing to the raising of the age (from 10 to 11 years) at which a child can be legally employed, the various local authorities have recently bestirred themselves to raise their standards of exemption from attendance at school, and Rochdale is now at length rid of the reproach of being one of the very few large towns in the country where children were allowed to go to work on passing Standard II."

I might add of my own knowledge that the same difficulties are met with in the out townships of the Bolton Union, where in many ways the prevailing defects are brought into prominence, owing to the remarkable efficiency of the Bolton School Board.

New Code.

The New Code has come into force since I was transplanted from my old district to my new, and to that extent I have been rather at a disadvantage in observing it. At our last divisional conference, however, we discussed the matter very fully, and since then the observations of such of my colleagues on the staff of the division as I have conferred with have all served to confirm the favourable impression of it which were then expressed. These impressions are so well summed up and so clearly expressed by my colleague Mr. Harrison, whose Liverpool experience has been continuous and at the same time very complete, that I make no apology for quoting them in full:—

Mr. Harrison on the effects of the New Code.

"Two years ago it was only possible to forecast the effect of the great changes of the Code of 1890 on elementary education. Now with three years' experience of its working one can speak with some confidence. I anticipated that the teachers as a body would prove thoroughly worthy of the additional trust reposed in them, that they would classify their children fairly, that under a less rigid system of testing results the instruction would expand, and that the fears then freely expressed of a substantial loss in accuracy would prove illusory. These anticipations have proved correct. There is seldom cause to doubt the good faith of the classification, and an analysis of the schedules shows that the proportion of children who reach the upper standards is increasing. Inaccurate work is not more common than it was, and the intelligence is higher. But most important of all—the teachers are gradually learning to widen the instruction and to improve their methods. Old traditions linger long and die hard, and it is not to be expected that methods which grew up under a system, which made every individual child a direct grant-earner, and which were not ill-adapted for such a very limited end, will vanish in a day. When the grant for each child depended on that child being able to read a passage from one of two or three reading books there was a strong temptation to indulge in methods which familiarised every child in a class with those particular books, till in many cases they were almost known by heart. When dictation was limited to a passage from certain books, the test words in those books were by constant repetition committed to memory. When the grant partly depended on the aggregate number of passes in arithmetic constant drill in the mechanical working of sums seemed to most teachers the readiest way to earn a large grant.

"In the elementary subjects wearisome repetition was believed to pay, so bright children were kept at the goose step till the dull had learned their simple lesson.

"The necessity for all this has now passed away, and slowly but surely we are tending to a better state of things.

"The signs of this are many. School time-tables are now more sensibly drawn up, and time is found for a course of object or general information lessons, for manual instruction or advanced kindergarten exercises, for drawing, and for cooking lessons, and in the more ambitious schools for chemistry or some other subject for examination by the Science and Art Department. In many more girls' schools geography is now taken up, and in some few drawing. A slight but unimportant decrease in the specific subjects offered there has been.

"This extended curriculum has not been accompanied by any cry of overwork, and the old wail about overburdening children and teachers has died away.

"There is no doubt that within reasonable limits a varied curriculum is more attractive both to teachers and taught, that the former find a pleasure in dealing with new subjects and welcome the new ideas they bring, while the latter apply themselves more keenly to lessons which relieve the monotony of school routine.

"Elementary education has assumed a far healthier tone, and there is every reason to believe that there is a still brighter future in store for it."

Blackburn district.

Mr. Brewer also reports that the efficiency of the schools has steadily increased under the greater freedom and elasticity of the present Code, which has enabled him to pay a large number of visits without notice, and consequently to speak with what he feels to be a fuller knowledge of the schools in the district than he ever had before. Having an experienced staff he has, he says, felt justified in paying less attention himself to the examination of the schools.

"I have therefore taken advantage of Circular 298 to make a large number of inspections without notice. Throughout the year I find myself able to devote an average of a day and a half per week to visits of this kind. I have usually made

them during the latter half of the school year, when the work of the year was well on its way towards completion. The managers and teachers have known that I intended to make use of my observations at these visits in the annual report on the schools, and have been more than content that their efficiency should be judged as much from the character of the teaching, as from the nature of the results obtained in the annual examination. Besides getting this truer knowledge of the working of the school, I have, I hope, been of use in pointing out where improvement in methods and organisation might be made, in conveying what I have myself learnt in one school to others, and in encouraging by commendation whatever of originality and value was to be found in the way in which a teacher was meeting any points of difficulty which arose in the conduct of his school.

Good effects.

"One way in which I have been able to secure time for these inspections is by omitting, with the consent of the Department, the examination of some of the best schools entirely (Art. 84), and substituting an inspection only. For the last two years I have thus omitted some 20 examinations each year. This has been regarded as a mark of distinction, and been much valued by the teachers of the schools thus treated."

Schools excused examination, Art. 84.

Reading, writing, and arithmetic.

The three elementary subjects of reading, writing, and arithmetic are best treated together, but I would begin with a few remarks upon each. Agreeing, as I do, cordially with those who wish to have these subjects taught (1) pleasantly, beginning in the infants' school with the aids of kindergarten and in connexion with the teaching of form with object lessons and concrete objects; (2) intelligently in connexion with word building, full explanation of rules, and blackboard practice, and in reading and recitation, full explanation of the meanings of words, yet I think that in our reaction against the routine drill of a former age we are likely to lose sight of the fact that this routine drill is if rightly used an essential part of education, and that it is only when made to do the duty of the whole that it is to be condemned. There is a necessary part of education which I can perhaps best describe by saying that it consists in fixing certain elementary facts in the subconscious regions of the mind, so that for the properly grounded pupil they become part of its regular furniture, and their use is intuitive. To apply this, *e.g.*, to reading. The sing-song learning of the alphabet is absurd and useless, and so is also the sing-song learning of spelling. But to learn reading from the beginning according to the method of Messrs. Sonnenschein and Meiklejohn's English method of teaching to read, where no time is so wasted, where the words are approached in order of difficulty, where they are from the first kept under the eye of the child, and where those who have gone through the not too long course are certain that nothing has been missed, seems to me the perfection of method as applied to the matter in hand, always remembering that this is to be supplemented by the explanation, illustration, and questioning which is suitable to the age of the children, and constant use of the blackboard.

Or, to apply the same principle to number, the use of the small, and then the enlarged ball frame must take the place of the old counting on the fingers because you can take away the former when they have done their work and cannot take away the latter. So, too, the Kindergarten use of squares and cubes is admirable. But there is yet use for the process of committing to memory the tables of addition and subtraction with the extended multiplication table until absolute mechanical accuracy in such matters is reached.

The old story of the Eastern king who had a servant who could repeat a poem after he had heard it once; another who could do so after he had heard it twice; and a female slave who could do it after the third hearing, and thereby was enabled to play the practical joke upon the poet contains a truth which is lost sight of by nine-tenths of those who

glibly denounce "cram." The man who, having looked out a foreign word more than once in the dictionary and failed to remember it, writes it on a list with others and learns them by heart, is merely following the obvious and sensible course.

And this is a principle of very wide application. To learn geography or history without a backbone of strings of names and dates learnt by heart as well as to learn a language, dead or living, without a thoroughly sustained drilling of a similar character in the declensions and conjugations is, I believe, to all but a very few pupils of phenomenal powers of memory, a mere making of ropes of sand.

To go to the other end of the matter. We have reached a stage in teaching the elementary subjects when the question What next? arises.

Is the reading and recitation in our upper classes such as educated people would listen to with pleasure? That it can be made so is proved by the exceptional cases which illustrate the rule. Or to pass from the form to the matter. When we have given the power of reading our work is only beginning. We have not got very far when we have stimulated the appetite which will devour periodical literature, or take a boy or girl to the free library to bring home a bound-up volume of the same for use on Bank Holiday. A good school library is a matter of primary necessity for a school. And the crown of all is that we should bring the young into contact with the books that are to be their friends through life.

Reading. Carlisle district.

Mr. Fisher cannot, on the whole, report progress in reading, and thinks that the want of power to explain what is read which he finds even in good schools is disappointing. The scanty vocabulary of the scholars and their caution and reserve in hazarding an answer, are the main causes, but to these must be added the defects of the present system of reading books which with their mere mechanical difficulties absorb their attention without imparting much knowledge of geography and history. He urges more conversational lessons, the use of libraries, and the cultivation of the sense of humour among the children. He says:—

> "I have often of late tested their appreciation of 'Alice in Wonderland' with widely different results. In one or two cases I have been greatly pleased by finding them unable to go on for laughter, but this is the exception."

Mr. Marvin finds reading the worst taught of the three elementary subjects.

Blackburn district.

Mr. Brewer reports improvement in reading arising partly from the use of unseen books and dictation, and partly from the greater care bestowed on learning to recite the poetical extracts with due regard to the rules of elocution.

Bury district.

Mr. Freeland also considers that reading improves partly because of the improvement in recitation, partly because of the adoption of history as a class subject and partly because teachers have encouraged children in the practice of reading books or newspapers at home, and then writing about or discussing what they have read.

Writing.

Writing, Mr. Marvin considers, suffers a good deal from the continued practice of using copybooks with headlines instead of blackboard teaching. In Mr. Brewer's district, owing to the increased use of the blackboard, the writing is improved; it is rarely bad and frequently very good. Mr. Freeland's experience is to the same effect, and in only one-fifth of his schools is it unsatisfactory.

Composition. Mr. Fisher. Mr. Brewer.

To pass to composition. Mr. Fisher finds that it suffers from the same defects as the reading, and wants intelligence, punctuation being, as a rule, left to chance. Mr. Brewer says that it has not kept pace with the improvement in the writing owing mainly to the want of assiduous practice in getting the children to express themselves in correct language.

Arithmetic. Mr. Fisher.

Arithmetic. In this subject Mr. Fisher reports progress, especially in the correctness of the work done on paper. The exercises in rapid addition seldom give anything like a majority of correct results. This fact Mr. Marvin attributes to the excessive use of test-cards which in nine cases out of 10 is the employment in the time allotted for arithmetic.

Mr. Brewer.

Mr. Brewer finds that arithmetic has been the elementary subject which has shown most improvement of late, and that in the direction of increased intelligence. He thinks that Scheme B. might with advantage be substituted for Scheme A. as it uses smaller numbers in the lower standards, introduces sums involving the use of money at an earlier age, and makes the children familiar with simple questions in mensuration. These advantages will, he considers, more than compensate for the greater number of rules to be learnt in the earlier stages.

Mr. Freeland.

Mr. Freeland considers that mental arithmetic is more or less poor.

"There is a general failure to do quickly and accurately the calculations needed in written arithmetic; when teachers themselves question in mental arithmetic it is often apparent that the subject is rather got up for examination than habitually used as a foundation for the written work."

Mr. Wylie.

Mr. Wylie reports that the long additions are now practised in every school in Standard IV. and upwards, and are generally recognised as a useful stimulus to quickness and accuracy in calculation.

The principles of the metric system do not, he thinks, make much way, though every school is provided with the pictorial metric chart. The restriction of the examiner's questions to "small addition sums" in francs and centimes will, he considers, have the effect of "keeping the "decimal system in swaddling clothes in our schools for some time yet."

Class subjects. Mr. Fisher.

Mr. Fisher reports that in the choice of class subjects the influence of old Codes is still very manifest, as English is still taken by 90 per cent. of the departments and geography by 72 per cent., whilst history is taken in 7 per cent., and elementary science in only 2 per cent. Mr. Fisher and Mr. Marvin both report badly of grammar and both desire more elementary science. In this district specific subjects are seldom taken. Cookery has been taught in 35 schools, and the Barrow Board are preparing to teach laundry work.

Mr. Brewer.

Mr. Brewer reports that class subjects are being more varied according to the needs and occupations of the locality. In a school near Wigan elementary science is taught in connexion with coal, iron, and cotton. Domestic economy is associated with collections of specimens, and the knowledge of elementary physics is spreading. To make room for these subjects, English, *i.e.*, grammar, is generally dropped. Needlework is not very well taught.

Mr. Harrison.

Mr. Harrison follows up a report which he gave two years ago upon the teaching of elementary science in the board schools in the four lower standards in place of grammar. The course is comprised in four little books by Mr. Hewitt, B.Sc., and leads up to mechanics, which is a specific subject in all schools under the board, and is, in fact, a direct introduction to natural philosophy. Mr. Harrison says:—

"By far the most important feature in this course is the impetus that it has given to a better system of questioning. In the plan of these lessons it is distinctly laid

down that every fact to be learnt about the objects before them is to be drawn from the children. The children are trained to compare and to contrast, and to that end they are to bring to bear all their faculties of sense. Simple experiments are performed, and they are invited to say in their own words what they see and to draw simple and obvious conclusions. These lessons specially lend themselves to sound methods of teaching, and they will bring home to many a young teacher's mind the difference between teaching and telling, and will reveal to him how much under judicious guidance a child may be taught to find out for himself. When once this is realised there is a new pleasure in teaching. I am happy to say that the beneficial effects of these lessons are already apparent."

Mr. Phelps finds English and geography the most common class-subjects, and that they have much improved of late years in intelligence. Cookery has made much way but few schools have as yet started laundry work. Mr. Phelps.

Mr. Freeland reports that English was taken in 218 departments, geography in 169, history in 16, needlework in 26. "Out of 124 "departments which only obtained the lower grant for their grammar, "exactly one-half lost the higher grant through the failure of Standards "IV.–VII., where intelligent reasoning is a factor." Needlework is greatly improving, and the conjunction of history and geography is a decided gain. Cookery gains ground. Mr. Freeland.

The recent circular, No. 322, has had the effect of directing the attention of the teachers to the necessity for making the occupations of an infants' school and even the amusements converge upon some not very distant point in the child's education. With regard to the possibility of making infants' schools perfectly Fröbelian, I must say that I am not convinced. "Let us live for our children" is a counsel of perfection and likely to remain so. The two obstacles, even if we allow that any but inspired teachers could effect that end, are that in large infants' schools where adequate salaries attract head-teachers with the requisite intelligence, the classes are too large, and in small schools, where such *petite culture* might seem to be possible, the teachers of infants have not the required intelligence. Even where we enlarge our field of view and include the lower standards of the mixed schools we are met by the same difficulty. To apply what is called extended kindergarten to these classes we need more intelligent teachers; but such can only be produced as the result of a general increase of the intelligence of our teachers, which is greatly to be desired; but the total amount of intelligence, like the total amount of the sum available for salaries, is limited, and I do not desire to see any diversion of intelligence from the teaching of our upper classes to that of our lower. And I think that the danger of anything of the kind being brought about is one that we ought to guard against very carefully. Infant-schools.

The fact is, that we have for many years been administering a truncated system of education, under which after a few years of very desultory schooling, children were turned adrift to forget as soon as may be the amount, which at that age could not be much, of what they had learnt. And to this we must add that if such has been the lot of public elementary school children, the fate of those immediately above them in the social scale has been by many degrees worse.

The result has, I think, been to concentrate an undue share of attention upon the earlier years of school life, and we have failed even to imagine the possibilities which the extension of similar advantages of organisation and cultivation have in store for the whole community, if applied to a higher social stratum and an advanced age.

Amongst the subjects taught in infants' schools none is more deservedly popular than singing, and it has been found by experience Singing.

that a very good beginning may be made even at that early age in laying the foundations of singing by note, and thus training both eye and ear.

Form. In the matter of form, too, drawing is gaining ground, and here I should like to remark that in a community like this, large numbers of the infants are the children of parents who, like their fathers, for many generations have been engaged on work in which the greatest nicety of hand and eye are required. Now if heredity goes for anything there should be many amongst them who have inherited these faculties in a rudimentary way, and, in fact, observant teachers have told me that there is very great difference in this respect between one child and another, and that by observing the children who are thus gifted, and putting the means of exercising their special faculty in their way, they will display a surprising precocity, which at the same time it would be a pleasure to them rather than a task to have cultivated. The permission to "draw what they like," if given from time to time will soon show the children in question.

Colour. Similarly with reference to the colour sense. Everyone must have noticed how differently two given girls will arrange the flowers in a nosegay so as to produce a generally harmonious effect, and this taste also is very noticeable in the weaving of mats and other exercises involving colour. Now just as we know that some persons are colour-blind, so also the intuitive power of discriminating and feeling colours is possessed in very variable degrees, so far so that some persons can look at a colour and close their eyes or cross the room and pick out a shade which shall exactly match it, without seeing them in juxtaposition. It ought not to be difficult to select the most gifted children and pay especial attention to them whilst teaching.

And whilst speaking upon this subject of colour, I should like to add that we have been making a strong effort to stop the use of the more glaring colours for purposes of mat weaving. I found on inquiry that Mr. Horsfall had been struck with their unsuitableness, and had got some sets of colours selected by Mr. William Morris for the purpose. These are to be had and are known in the trade as "art colours."

Reading. Mr. Fisher. For teaching reading in infants' schools Mr. Fisher urges the importance of word-building as a means of mastering the mechanical difficulties, after which books should be used which ring interesting changes on a limited number of words. One such book which he heard children of 5 read admirably contains, he finds, 8,332 words in all, but only 635 different ones. In object lessons he insists upon one good picture, and if possible a specimen. In animal lessons a good model should be shown. There should be "baby" rooms, and the teacher should, if possible, combine the qualities of the "careful nurse, intelligent teacher, and frolicsome playmate." The use of pictures is extending, and their quality improving. There is, Mr. Marvin records, a spread of new methods of teaching and illustrating reading and number. Drawing is now almost universal in the schools. Two faults which he notes in the kindergarten teaching are that the occupations are taught in a disconnected fashion, and too readily changed.

Mr. Brewer. Mr. Brewer regards the infants' schools as doing on the whole the soundest and most valuable educational work of all, and looks forward to the perpetuation of this good work by its extension into the lower classes of the upper schools by means of object lessons and hand and eye training.

Mr. Harrison. Mr. Harrison values the counsels of the recent circular as stimulating teachers to study Froebel's principles, faith in which has grown and

borne fruit. At the same time he deprecates any tendency to exclude the teaching of the elements of reading, writing, and arithmetic from the infants' schools, as they may be "taught to little children not only "without pressure but with positive pleasure. The feeling that they "are beginning to learn what their elders are learning has a steadying "effect, which prevents them from regarding school merely as organised play." These subjects are really best taught in the schools where kindergarten methods are most advanced. On the other hand, it is manifestly wrong to throw overboard suddenly the kindergarten methods when the older school is reached. The Liverpool School Board has been very successful in carrying them on up to the 4th Standard.

Mr. Freeland. Mr. Freeland, whilst recognising the improvements which have been introduced into infants' schools, complains that these improved schools are in a minority, and that the old dull, mechanical methods still prevail very largely.

Manchester Art Museum. The Manchester Art Museum continues and extends its beneficent work throughout the school board district, and by means of its evening entertainments among the schools in its immediate neighbourhood. I wish that anyone who had any doubts as to the value of these latter if properly managed could have been present on the evening when I heard Councillor Phythian give a lecture on Venice, illustrated by the magic-lantern, to a gathering of some 300 older school children. They were simply spellbound, and the way in which they answered when from time to time he threw them a question showed with how keen an interest they were following him.

Singing. Mr. Fisher sends a report by Mr. Singleton on the singing of the Westmoreland and North Lonsdale Schools where note singing is being slowly introduced, mainly according to the tonic sol-fa method, and a better taste in the selection of music is making its way.

The combined time and tune test is being also introduced.

In the rest of the district Mr. Marvin reports a marked improvement, in spite of the want of natural musical gifts.

Mr. Brewer also speaks of the value of the tune and time test, and of the progress of singing from note.

"The weak point of the singing is still the defective cultivation of the voice; next to it comes the tendency to sing flat, a fault specially common in boys' schools."

Mr. Phelps reports progress, music by note being taught in nearly every department in his district, and in about one-eighth of the schools according to the moveable doh method instead of the tonic sol-fa. He adds that in expression and quality of tone there is much to be desired.

Physical exercises and manual training. Mr. Fisher, whilst complaining that the physical side of education is too much neglected, thinks that drill on scientific principles is extending. He says:—

"I do not see why an account of the growth in weight, height, and size of muscles should not be chronicled for each child as well as his progress through the standards. Woodwork on the Sloyd system is taught in Barrow with excellent results, and is to be taken up in Kendal and Dalton-in-Furness. Mr. Marvin, who is an enthusiastic Sloyder, and has been through the course at Naäs, finds that though the movement for an improved drill is beginning it is at present in a somewhat crude state.

"The Keswick School of Industrial Art is an interesting example of the practical value of teaching some artistic handicraft. Here during the slack winter months boatmen, drivers, and others work at articles of artistic furniture in wood, brass, and copper, under the direction of Mrs. Rawnsley, who supplies them with most of the beautiful designs which have made the work of the school famous."

Speaking of the work of the evening continuation schools of the Cumberland County Council, Mr. Marvin says that there was only one such school two years ago, but that last winter there were between 70 and 80, and this year their numbers have doubled.

Mr. Brewer says that increasing attention is being paid to physical exercises, which is also the case, Mr. Freeland says, in the Bury District. He adds:—

"In regard to drill exercises, marching, neatness, cleanliness, and good manners, quiet methods in school, and order and attention on the part of the children, the success of the great body of the teachers is very marked and deserving of all praise."

Evening schools.

The system of evening schools which Mr. Coward described at length in his last report was so much in advance of anything which any other city than Manchester had to show, that whilst during the last winter the board's energies were devoted to extending and consolidating the work of the previous winter, and so filling up the deficiencies in their first sketch, that sketch was so complete, and covered the ground so thoroughly, that there was nothing new to be added to it except to increase the volume of attendances. We are now in a condition of transition from the old state of things to the new, and it is not too much to say that the working of the Manchester scheme as it has been originated and carried out by Mr. Wyatt the clerk to the school board must have furnished the necessary basis of experience for a large part of the modifications which the New Evening School Code embodies. Any report upon the working of that Code would be premature, but I should like to call attention to the fact that it has been found possible to work a large system of evening classes which have been held in buildings belonging to all denominations, taught by teachers of all denominations, under the management of the school board.

It cannot be denied that to begin with, and until the system of night-classes has been longer at work and had time to be organised on a more permanent footing, the question of the supply of teachers will be one of some difficulty, for those who are fully occupied in teaching by day can hardly, with impunity, prolong their labours, especially in the atmosphere of night schools heavily laden with the products of the combustion of gas. But every year will diminish the strain and increase the number of those who make such employment a regular part of their business. That the elementary evening schools, commercial evening schools, and evening institutes for women and girls are pervaded generally by a spirit of work and life is the testimony of all that have observed them.

The difficulty arising from the supply of teachers is one which is generally felt in connexion with the classes which the county councils are establishing throughout the country, and the greater the degree of permanence which attends the operations of all these agencies the sooner will the difficulty be overcome.

Several of my colleagues have reported upon the progress of evening schools and continuation schools in their districts, but the general feeling seems to be that we must wait for some experience of the New Code, and the further developments of the classes started by the county councils before we can form any collective estimate of their working.

Pupil-teachers.

Upon the subject of pupil-teachers I may perhaps be allowed to sum up the general results. The central system of instruction which has already for some years been in force in Manchester, Liverpool, Salford, and Bolton is being extended, and the different conditions under which it is being tried bid fair to give some very valuable experiences. In the

meantime the decline in the number of boys does not cease; the need for more study, less teaching, and more systematic instruction in the art of teaching are still felt. Some of my colleagues give statistics as to the number of pupil-teachers passing in each class at the annual examinations, as well as the Queen's Scholarship Examination; but it would require more space than I have at my disposal to insert them, and there is hardly sufficient common basis to make them available for purposes of comparison. It seems to be felt that we ought to have a more systematic attempt to cultivate the elocution of the pupil-teachers, and that this might be secured without adding any fresh burdens to their already overweighted shoulders. The age at which they leave is against any elaborate voice-training, but something might be done to teach them how to use their lungs in singing and manage the voice.

The Manchester Board has just opened a second centre for pupil-teachers in the Stretford Road.

Training of teachers.

Any report upon a division like this would be incomplete unless it touched upon the questions that are arising with reference to higher education and are concerned with the adequate training of the teaching staff of our public elementary schools, especially in connexion with the day training colleges.

Until a comparatively recent date the founders of our system of elementary education, including the Commissioners of 1861, set themselves a limited problem to deal with, viz., how to create from a class in which culture was not hereditary a body of teachers who would teach reading, writing, and arithmetic to the children of the labouring classes for a salary too small to attract university graduates. The attempt to specialise further the body thus created, by combining with the college course a rougher fare and a certain amount of industrial training, broke down and had to be abandoned. The Revised Code came in as the complement of this system of training, and aimed at securing under heavy penalties that the teachers, even if they taught nothing else, should at all events teach reading, writing, and arithmetic.

The body of teachers has been created and the fact that they have learnt to teach is generally admitted. They have also to a very considerable extent found their way into middle and higher schools. Nothing has probably prevented them from doing so to a much greater extent but the artificial barrier, partly of a social character, between them and the university trained teachers which the circumstances of their origin and their training have created.

It is obvious that a time has now arrived when the question can no longer be treated in this limited fashion. We must have, to begin with, a thorough-going gradation of schools which will enable us to treat the whole teaching body as one, which it will be our aim to bring into contact with the stream of the highest teaching that the country affords. As a consequence, we may expect that the vexed questions as to the teacher's career, promotion, and salary will be answered by each finding the post for which he or she is approximately best fitted.

In the case of the elementary school teachers I need hardly point out how powerfully this change will re-act upon the earlier stages of their education, upon the subjects which they will study, the spirit in which they will study them, the proportions in which their time will be allotted to study and teaching respectively. And in the next place the influence upon the teaching of our grammar schools, high schools, and public schools can hardly fail to be very great if the fact is recognised that the crying need is not that their teachers shall start with culture or simply with method, but with the union of these two combined,

as they only can be combined in the actual practice of the teaching art. That this fact is being recognised more and more is a hopeful feature in the case, but one cannot help feeling what a different state of things would prevail to-day if 20 years ago the teachers in these schools had received an adequate training in the teachers' art, and it had been within the bounds of possibility, not to say probability, for the door of any classroom to open during school hours and admit an Inspector of the calibre of the Assistant Commissioners of 1864, who would listen to the teaching and report accordingly. The want of the due recognition of the importance of the art of class teaching as something which can be learnt, but which in its highest form is a special gift, and the possession of which by any individual teacher could be easily ascertained by any competent Inspector, has conspired with another cause to injure higher school education, especially in girls' schools, and that is the fact that the examinations of such schools have been to so very great an extent exclusively written examinations even in the middle and lower forms. In fact, given a mistress in charge of a lower class of girls, whose qualifications as to attainments in practical skill are of the average quality which the salary offered for such a post secures, and you have a state of things which would be impossible in a good public elementary school. The exercise books which the teacher carries home and over which she spends her nights in marking mistakes, which are bandied backwards and forwards between her and the pupils, are the outward symbol of the slow progress, the uninspiring routine, the subdivided time, which are the fate of all but the happy few. The home lessons in such a case are probably the heaviest part of the pupils' burthen, and when in the higher classes these pupils are brought into contact with able experienced teachers, the danger is that in the case of those who, like many of the best students, develop late, the awakening to the sense of the time that has been wasted and the arrears that have to be made up may spur them to efforts which are very likely to lead to a break down.

There are two points upon which I should like to say a few words in connexion with this subject—one that of pedagogy, and the other the teaching of languages.

Pedagogy.

Our time seems marked by the absence of any pre-eminently great and original teachers, and a consequent return upon the experience of the past as embodied in the works of the writers upon educational method, which has, no doubt, until lately been much neglected among us.

This has led to a movement towards founding chairs of, or lectures on, pedagogy in some of our Universities, which is, no doubt, a step in the right direction. But Bacon's words are especially true of books on educational method: "They teach not their own use, but that is a "wisdom without them and above them won by observation." No subject is more likely than pedagogy to suffer from being taught by way of tradition by those who have not thought out the questions involved, and dogmatically to those who are not at the same time either as actual teachers or at least in the practising school in contact with the actual facts of which it treats.

The teaching of foreign or dead languages.

Mark Pattison long ago pointed out that the disinterment of the classics at the Renaissance was due to the revived sense of the beauty of their form and expression, and that it was as a means of cultivating the beauty of form that classical composition took its place in the educational curriculum. It is a curious thing that now that classical composition in its higher branches is confined to the select few, Latin composition, frankly recognised as a subject of instruction which could not

from the nature of the case be carried beyond the stage of grammatical correctness, should prove a more valuable means of training than languages like French and German, which are still living. Yet no one, I think, who knows anything about the upper classes of our elementary, secondary, and the lower forms of our grammar and high schools, would doubt that such is the case. And I believe that the cause is not far to seek. The teaching of Latin is mainly in the hands of men who have given up many years of their lives to it, whilst the teaching, say, of French is largely in the hands of those who have never themselves got beyond the grammatical stage—who are, that is, able to keep ahead of their pupils in the endless task of translating sentences from English into French, but have never gained any facility in speaking it, or any confidence in launching out into the translation of paragraphs or consecutive narrative; much less have they been in a position to rise to the appreciation of the beauties of its classical writers, so that the fact of its being a living language is really a drawback to its being mastered. This aspect of the case is well brought out in Mr. Besant's "All in a Garden Fair."

If this difficulty is to be conquered it can only be by some systematic effort on the part of all concerned, and whilst probably in some cases a third year of training may be most profitably spent abroad, we may hope that it will be possible to make arrangements by which teachers at a somewhat early age may, after due preparation, be assisted to spend their holidays on the continent.

Experiment at Jena in 1893.

Miss C. A. Dodd, of the day training department of the Owens College, has kindly supplied me with particulars respecting an experiment which has been made at Jena during the past summer, on a not too large scale, and seems to have been entirely successful. It is to be repeated in 1894, and a similar gathering will, it is hoped, be held at Caen for students of French. The essential features of the plan are to furnish all particulars as to expenses, &c. to all who intend to share, and to arrange for short morning classes and lectures, combined with afternoon excursions and informal evening reunions, in such a way as to ensure that the atmosphere in which the visitors live may be as completely foreign as possible.

Circular 321.

I have reserved until the last the matters dealt with by Circular 321. The inquiry under that circular not having been complete when my colleagues sent in their reports, I have nothing of theirs to quote, but at the same time enough has happened since Mr. Scott Coward's last report to make it desirable for me to say something upon the subject, especially with reference to the case of Preston, the reports upon which district have, since Mr. Steele's health gave way, been passing through my hands. In doing so I draw upon a rather long experience, which reaches back into the "antediluvian days," to which the Vice-Chancellor of Oxford recently alluded, when, as his curate between 1863 and 1866, I witnessed the growth of a school, under his vigorous hands, from an infants' school held in a little old sail-loft into one of the best-housed, best-equipped, and most efficient schools in the country.

History of improvement in schools before 1870.

In the days before 1870, when, from the force of circumstances, the policy of not looking a gift horse too closely in the mouth had to be followed, the normal method of improving the school supply was for Her Majesty's Inspector to single out the schools which from time to time happened to be the worst in his district, and, after calling attention to their defects for a few years, and finding that they were not being remedied, to urge the Department to bring matters to a crisis.

The Act of 1870.

But a general inquiry like that in 1871, as it fixed a low standard, interfered for the next few years with the ordinary process of improvement.

The impulse given by school boards.

The next great impulse towards improvement was not to come directly from the Education Department. Shortly after the date of which I speak (1871) a new power began to make itself felt—that of the school boards.

Building grants ceased, the direct pressure of the Department was at its lowest, but the impulse to improve the school accommodation arose and gathered strength. In fact, the extent to which the partial renovation, enlargement, and complete rebuilding of voluntary schools has been carried in the 18 years which have followed would be incredible to any one who had not witnessed it.

And this general raising of the standard led as a natural result in all localities, where its action was not unnaturally checked, to bring into greater prominence the necessity for gradually eliminating the worst school buildings respecting which in my Report for 1882 I said (p. 304) :—

Quotation from Report of 1882.

"There has been a great improvement going on in the buildings and premises of schools, but it must be borne in mind that at the inspection of returns in 1871 the standard set up in such matters was not a high one, and that where the defects are radical, the inspection is practically powerless to effect improvement.

"In these cases it would much strengthen our hands if your Lordships would, upon the Inspector's report, require plans to be laid before your own architect, and fix a limit of time beyond which grants must not be looked for."

Against this passage Mr. Mundella wrote in the margin of the proof the words "Why not?" and Sir F. Sandford formally authorised me to report the worst cases with a view to their being so treated, and I have done it ever since.

Causes which led to a new general inquiry in 1893.

No one acquainted with the state of the school supply in this division could doubt that, as Mr. Scott Coward reported in 1891, 20 years after the great inquiry made under Mr. Forster's Act, the time could not be long delayed at which a general inquiry into the school premises must be made for the simple reasons that :—

(1.) In some districts the worst schools, from some cause or other, had not been as systematically and regularly eliminated as they should have been.

(2.) In the face of inreased numbers, especially in connexion with the cessation of school fees, the supply of class-rooms, which had always lagged behind the general school provision, was proving more than ever inadequate.

(3.) Scientific opinion was pointing with accumulating force to the necessity for certain increased precautions against the spreading of infection, the assembling of large numbers in vitiated atmosphere, and the toleration of insanitary arrangements in connexion with the school offices, and such as made inadequate provision for the requirements of decency.

The case of Preston.

It is obvious that the requirements under the first head would be much more serious and expensive than those under the other two, and perhaps it has been unfortunate that the inquiry, having been a general one, has lent some colour to the idea that an indiscriminate onslaught was being made upon voluntary schools, and to the selection of Preston as a typical instance of its severity. Not only has Preston, looked at in the interests of education, suffered from the want of the impulse towards improvement which in other towns was supplied by the school board,

but it is, far more than any other Lancashire town that I know, the capital of the surrounding district, and takes the lead in education as well as other things, so that if Preston lags behind, the whole neighbourhood is apt to do the same.

A guarantee fund of abont 10,000*l.* has, I understand, been raised in the borough with a view to staving off the necessity for a school board; but one would like to know how much of this will have to be expended in bringing schools such as those of Trinity parish up to a tolerable standard, and how much in providing class-rooms or cloak-rooms for schools which are in other respects satisfactory.

Comparison with that of Bolton.

If the real interests of education are considered, I should be disposed to say that, partly owing to its isolation, partly to its manageable size, partly to the public spirit and vigour of its inhabitants, Bolton, with about the same population as Preston, exemplifies, more fully than any other town of equal size in the division, the advantage of the mixed system of education which began with the Act of 1870. When I took charge of it in 1876 the Pikes Lane Board School had just been built, which, even if later schools surpass it for convenience of working, has not been surpassed for efficiency. There is now, out of a total accommodation for 30,180 in the schools of the borough, provision for 12,419 in board schools. From the first the board set to work to conquer the difficulty of irregular attendance and succeeded, whereas Salford never fairly faced the problem, and Manchester has had to grapple with the evils which years of neglect had produced in the out townships which have since been added to the city.

The work, too, of enforcing attendance in Bolton was no doubt rendered easier by several things, and notably by the general moderation of the school fees, which in its turn must have made the acceptance of the fee grant a much less serious matter than it has proved in some towns, *e.g.*, Stockport. Moreover, as the large schools are mainly organised as mixed schools under a master, the board was able to attract several of the ablest teachers at adequate salaries.

It must not be supposed that in Bolton the course of the board in the matter of school building has been one of unhasting, unresting advance, but at least there has never been such persistent improvidence for the wants of the future as was shown by the Salford School Board which expired three years ago, a neglect for which the present board is paying and the next board will have to pay.

Nor must it be supposed that Bolton has been wanting in denominational zeal. The school board elections have shown some lively times, and the funds for the payment of the current expenses of voluntary schools have been for the most part raised in the churches and chapels at the time of the annual school sermons.

But I will undertake to say that in no other place of similar size has there been felt a more healthy pride and interest in the high educational position which the town occupies, or a keener zeal on the part of the members of the board to bring home the advantages of education to all classes of the population. And side by side with this fact is another which points in the same direction, namely, that the system of local managing committees, consisting of residents of both sexes and various occupations, who join with the members of the board in taking interest in visiting the board schools has been found to work remarkably well.

If owing to the circumstances of the time I have dwelt at some length upon the defects of our schools, and the necessity that there was to remedy them, I would at the same time endeavour to guard against

giving an exaggerated idea of their extent. Their chief seat was in three or four districts, whereas in all the remainder of the division the supply besides being sufficient—and such it may rightly be called, where accommodation is, so soon as ascertained, readily supplied—is also in the main efficient.

This is especially the case in the districts of the great school boards, when the same local authority is able to profit by frequently recurring experience.

A comparison of the Manchester Webster Street Board School, with the best of the earlier board schools, will show the present high-water mark of school construction.

In meeting deficiencies too, the original fault is avoided of building merely for immediate wants, and rooms and classrooms such as will be outgrown in a few years.

And these schools, starting as they usually do with the children who have been well taught in older or smaller schools, are at a great advantage compared with many that have preceded them. I only mention these as a few of the points in which the steady progress of the present day is most hopeful.

I have the honour to be, &c.

F. F. Cornish.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1893, *by* T. W. DANBY, ESQ., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* SOUTH-EASTERN DIVISION, *comprising the counties of* SURREY (*Extra Metropolitan*), KENT (*Extra Metropolitan*), *and* SUSSEX.

MY LORDS,

I HAVE the honour to submit to you my general report on the South-eastern Division for the year ending August 1st, 1893.

I took charge of the Brighton district of this division last February, and began regular official work here towards the end of the month. I have thus only had five months' experience in the district, and during this period I have not been able to visit some of the largest and most important of my schools, I am not therefore in a position from personal knowledge to compare the progress made in the district during the last twelvemonth, with that made in previous years. Still less can I speak from my own observation of the general condition of the division; I shall, however, be able to avail myself of the full and interesting reports which my colleagues have been good enough to address to me.

The first general impression left on my mind by the five months' work in the Brighton district before the summer holidays is, that readiness and desire to promote in all practicable and reasonable ways the efficiency of public elementary education are prevalent both among members of school boards and of voluntary committees; all of whom seem to be really striving to attain a high standard of efficiency and usefulness. This commendable condition of things is, I doubt not, in no small degree due to the influence of my predecessor in the district, whose unexpected death at the end of last year was much regretted. Mr. Johnstone was a man of great ability and strict impartiality, and he possessed, moreover, keen sympathy with children in their progress and difficulties in instruction, and his general supervision of the schools could not fail to be beneficial to them.

SCHOOL SUPPLY.

In my own district, population grows most rapidly in Brighton itself, Preston, and Hove, while there is also a steady increase in Aldrington and parishes further westwards. On the whole I can report that the increasing school supply keeps pace fairly enough with the growth of population. Great activity in building new schools, and enlarging and improving old ones, is exhibited by school boards and voluntary school managers. Brighton District.

A large and well-planned board school was opened during the year in Holland Street, Hove; this block of buildings contains a capital swimming bath for the use of the scholars. Under the Brighton Board a large and excellent school was opened in Elm Grove, great improvements at this time being made in the school at York Place, and another large block of school premises will shortly be opened in Stanford Road, so that "the accommodation provided and projected by the present "board will probably be sufficient for the requirements of the town for "the next three years, so far as new schools are concerned; but it may "be found necessary to enlarge the Ditchling Road School—which, Brighton and Preston School Board. Review of the work, October 1893.

" though planned for 1,000 children was only built for 604—at no " distant date."

The school authorities of Aldrington, which Hove is rapidly absorbing on the west, must soon take in hand the increase of their accommodation. In the Brighton parishes of All Souls, St. John's, St. Martin's, improvements and enlargements have been made; in Christchurch I am informed that new buildings will shortly be erected, and enlargements of the school premises in connexion with Hove parish church are about to be made.

Mr. Holt-White :—

Dartford District.

" In a district which either is or is rapidly becoming in part suburban, and largely increasing in population, it is only natural that there should be some tendency for the demand to outrun the supply of school places.

" Since I last reported several schools have been enlarged, and new ones have been built or planned.

" In the Union of Dartford, the parish of Swanscombe has provided, and the parish of Stone is about to provide much needed additional accommodation.

" A new school for 600 children has been opened at Dartford, and the Erith School Board is contemplating the erection of new schools at Erith and Northumberland Heath.

" Generally, when the schools which have been required to be provided, and those now in course of erection are completed, I may say that the school supply of the district will be substantially complete.

" I have pleasure in reporting that the past two years have witnessed a very great improvement in the school buildings, and especially in the provision made for cloaks, &c., which is now almost universal."

Mr. Routledge :—

Canterbury District.

" During the past year I have been making inquiries into the school accommodation of some of the towns in my district, and have reported deficiencies in Dover and Margate, which are, I believe, in course of being supplied. Further investigation may possibly reveal deficiency in other places, but on the whole the population in East Kent is comparatively stationary, and the supply of room in schools is adequate.

" Rapid improvement is also taking place in the condition of the buildings, especially in the matter of cloak-rooms and offices. Sufficient attention, however, is not yet paid to the warming of schools, especially those for infants; and it is positive cruelty to teach children in a room with the thermometer below 40°. Frequent complaints among teachers of headaches and husky throats arise from the use of stoves, which provide the minimum of warmth with the maximum of deleterious effects arising from the extreme dryness of the air, and, however wasteful they may be, I am sure that open fire-places are at once more cheerful and more healthy.

" Till recently, a very high-pitched roof, even without direct ventilation to the open air, was considered healthy and desirable, but the stores of cold air congregated there in winter, and of hot unwholesome air in summer, have at last made themselves felt with telling conviction.

" The provision of artistic and interesting pictures for the walls leaves much to be desired, and it is not adequately met by flaming advertisements, ranging from pills to steamboat companies, with which most of the schools in my district are liberally supplied.

" Lastly, it should be compulsory on every school to contain at least one classroom, and to be furnished with desks of the right height and the right slope, so as to counteract the liability to dangerous contraction of the children's chests in the act of writing."

Mr. Carrington Ley :—

Maidstone District.

Northfleet.

" As a result of the increase of population new schools have, of course, become necessary in several of the most populous centres.

" The Northfleet School Board have been very prompt in bringing the accommodation fully up to the requirements, and have erected an excellently-arranged new boys' school on a piece of ground already acquired and adjoining the site of the older schools. The original boys' school has been converted into an infant school,

while the infant school in the centre of the group of buildings has been allocated to the use of the girls' school, to which it forms a considerable addition.

"The national school at Rosherville, which has long been one of the very best schools in my district, has also been further enlarged and improved.

"A slight addition has been made to Northfleet National School by the enlargement of the class-room attached to the boys' school, while this group of schools has further been much improved by the erection of new offices and by the provision of ample cloak-room accommodation for the girls' department.

"The Roman Catholic School at Northfleet has also been enlarged (by the provision of an infant department), and improved generally at a considerable expenditure of money, and it may now be said to be as satisfactory as it is well possible to make a building standing on so limited a site.

"The Rochester School Board having acquired three houses adjoining the 'Troy Town School' have converted what was certainly (owing to the extremely limited area on which it stood) a very unsatisfactory building, into a good and roomy school, well equipped with all modern requirements and improvements. The additional accommodation sanctioned here equals 199 boys, 199 girls, and 66 infants. The board are also building at Strood a new school for younger children (not above Standard II.) for 321. This is accommodation that is much needed, as some of the infant schools on this side of the river have long been considerably over-crowded. Rochester.

"An addition to the infant school at Borstal in the parish of St. Margaret's-next-Rochester is also contemplated, and is certainly needed, though the permanence of the population here, depending as it does largely on the warders and Government staff connected with the Convict Prison, is, perhaps, doubtful. The convicts here are at present employed on the exterior fortifications of these towns, but this work, though on a very large scale, must, of course, ultimately come to an end.

"The parliamentary borough of Chatham contains a population of 59,529 souls, but for municipal and other purposes this is divided into two parts, viz., the parish, now the corporate town of Chatham (including Luton) with 31,657, and Gillingham (including the hamlet of Grange) with 27,872. Chatham.

"In both these places a considerable deficiency of school accommodation has been shown to exist, and final notices calling for the supply of new schools have been issued by the Education Department in the case of both towns. That for Chatham calls for the erection of a new school for 900 children (300 of each class) on a convenient site to accommodate the children of the parishes of St. Paul's, Chatham, and of Luton, in which two parishes the increase, owing to the erection of new houses, has almost exclusively taken place. The final notice for Chatham bears date the 9th September 1893, and a large sum is of course necessary to provide a school of the size required, but towards this an anonymous donor has already offered 2,000*l.* on condition that the additional sum needed (some 3,000*l.* or 4,000*l.*) is provided by the voluntary school party within the prescribed time. Great efforts have been, and, no doubt, will continue to be made here, to obviate the necessity of the formation of a school board, and confident hopes are expressed that the necessary funds will be forthcoming; but as the result must be known long before these words can be in print, I shall not 'give myself away' by attempting to prophesy on the subject.

"In Gillingham the Education Department by a final notice (dated 22nd of August 1893) has called for the erection of a school for 500 children (girls and infants), at some central position in that part of the parish known as New Brompton. Here, too, great efforts were made to provide the requisite schools by voluntary means, and late last year a poll of the ratepayers was taken with the result that 631 voted '*For*' and 1,077 '*Against*' the formation of a school board. It seems, however, that more people were willing to 'call the tune' than to 'pay the piper' afterwards, for I now learn that the voluntary school managers have finally relinquished their attempt to raise the necessary funds, and that a school board will be formed in Gillingham without further delay. The board, when formed, may probably have to consider the question of infant school accommodation, over and beyond that mentioned in the final notice.

"The school board and Mr. L. Brassey respectively are building new infant schools in these two places, the population of both being much affected by the cement-making industry. Halling. Ditton.

"A new class-room has been added to the girls' department of All Saints' School, Maidstone. I am not aware that there is any declared deficiency in this town, though rumours have reached me that the infant schools in the western or trans-pontine side of the town are becoming somewhat inconveniently full. Maidstone.

"At the small village or hamlet of Chalk near Gravesend a much-needed class-room for the infants attending the school is in course of erection." Chalk.

Mr. Holmes :—

Ashford District.

"According to the Blue Book which has just appeared (1892–3) the schools in my district accommodate 31,256 children. This is an increase of nearly 1,000 places in two years. Departments for boys and girls have been opened at Clive Vale by the Hastings Board; and the following voluntary schools have been enlarged:—Ashford, South-Eastern Railway; Benenden, N.; Boughton Aluph, C.E.; Elham, N.; Hawkhurst, N.; Winchelsea, Pl.; Elmstead, N.; and Newenden, N. The following schools are in need of enlargement:—Charing Heath, C.E.; Cheriton (New); Hawkinge, Board; Goudhurst, C.E.; Hythe, N.; Lydd, Bd.; Orlestone, Bd.; Brede, Bd.; Fairlight, C.E.; Bonnington, N.; and Newchurch, C.E. (I have reason to believe that most of these schools either are being or are about to be enlarged).

"At Hastings, Folkestone, and Ashford the population continues to increase, and the supply is still incomplete. Additional accommodation for infants is urgently needed both at Folkestone and Ashford. A school for older children is needed at Bopeep, in the extreme west of St. Leonards; and a large school is needed in the district between St. Leonards and Bohemia, partly to take the place of the London Road Board School (which will shortly be closed), and partly to provide additional accommodation for the ever-growing population of Bohemia and Silverhill.

"As regards the condition of the school premises, the country schools in this district have stood the ordeal of the 'Enclosure to Circular 321' fairly well. In years past I have lost no opportunity of urging managers to build class-rooms for infants, to provide proper accommodation for hats and cloaks, to improve the lighting and ventilation of their schools, and to substitute slow-combustion stoves for open fireplaces. There are, of course, few schools in which the probing touch of Circular 321 has not laid bare some defects; but these will be remedied as far as circumstances permit; and in a year or two from now I hope to be able to report that in the rural parts of my district the school supply is complete and on the whole satisfactory."

Mr. Alington :—

Tunbridge Wells District.

"Although the population of this district increases at a few points only, the influx of babies in consequence of the abolition of school fees has necessitated some increase of accommodation.

"Practically no serious difficulty has been experienced in providing the additional requirements.

"The condition of the structures, furniture, and premises has so far borne the test of the still unfinished inquiry much better than I anticipated. It is true that the cloak-rooms and office accommodation have often been found inadequate, the rooms draughty with cold or dark corners, the desks old-fashioned, and the ventilation of the simplest; but, as a rule, a small outlay will render all sufficiently serviceable for practical purposes. The one deficiency which in some cases no money can make good—a deficiency which is specially noticeable in the borough of Tunbridge Wells—is the want of a suitable playground.

Mr. Gardner :—

Eastbourne District.

"The Eastbourne district comprises four unions in Sussex and two in Surrey, with a total population of 175,052 persons, an increase of 25,468 during the last decade. The population is still increasing rapidly in the towns.

"In Eastbourne itself there is a serious want of school accommodation. 18 months ago the Education Department declared a deficiency of 1,133 places, and a year afterwards issued a notice requiring the provision of 1,311 places after a public inquiry held at the request of certain ratepayers. This deficiency is now in course of being supplied by voluntary agency, but nearly two years will have elapsed since attention was called to the matter before the new schools can be completed, and in that period hundreds of children have been without the means of education.

"Newhaven and Horsham will probably have to build before long. In other places the accommodation is adequate or is in course of being supplied before pressure has become acute. The authorities, whether board or voluntary, are alive to their obligations, and in cases too numerous to mention have not long since either enlarged or improved their schools. Two instances deserve special recognition: that of Rype, a singularly poor parish, whose school has been entirely rebuilt by subscription, and that of Nuthurst, where over 300*l.* was collected in a few months and devoted to the improvement of existing schools."

Mr. Waddington :—

"As a whole the accommodation through the district keeps fair pace with the requirements in those parts where the population is increasing—several of the principal centres of increasing population are under school boards which keep a careful eye on this matter—*e.g.*, Walton-on-Thames, Woking, Aldershot, and Guildford—to which must now be added the extensive and populous parish of Farnham, where a considerable deficiency of accommodation exists : as this could not be met by voluntary effort, the whole civil parish was placed under a board last spring. Another parish of small population, viz., Bisley, has also been recently placed under a school board." Guildford District.

Mr. Dibben :—

"The population of the district has risen from 270,970 in 1881 to 346,550 in 1891, and the increase of more than 75,000 has created a demand for additional accommodation in almost every part of this district. Croydon District.

"The increase appears to be continuing at the same rate, but I am glad to be able to report that on the whole there is no reason at present to fear any grave deficiency of accommodation."

The inquiry under circular 321 has been of great service by calling attention not only to grave structural defects but also to minor defects which remained unaltered year by year, and the cumulative effects of which were to impede progress and make school attendance less attractive and healthy than it should be. The general result of this inquiry is, that the schools (in my district) are not unsatisfactory in construction and arrangement. Too many schools possess no playgrounds or other available place for games, &c. near at hand. In large towns the want can hardly be supplied, but elsewhere it should never have been allowed to make itself felt. Cloak-rooms are very frequently quite inadequate, and the incidence of light on scholars' desks is often badly arranged; the first of these evils arises in many cases from the fact that school-rooms and class-rooms have been enlarged without any proportionate increase in the cloak-room accommodation. I have often been able to point out to managers how the second could be obviated by a re-arrangement of school furniture. It is only just to state that any suggestions I have made for improvement in arrangement of desks, lighting, and ventilation of premises, and the like, have been courteously received by school managers, and in these matters Her Majesty's Inspector may give valuable and helpful advice without trenching on the ground of the professional architect. Enclosure to Circular 321.

Mr. Dibben :—

"The fuller and more detailed statement of the buildings and apparatus required by Circular 321 has made a great demand upon the time and attention of the Inspector, more particularly where he has recently taken charge of the district and is visiting the schools for the first time. It is not a very agreeable task on first making the acquaintance of members of school boards and managers of voluntary schools to point out defects in light and sanitation, but I am bound to say that I have been invariably received with courtesy and kindness, and in almost every instance the greatest willingness has been shown to remedy, as far as possible, existing defects and to comply with all reasonable requests. It has sometimes been my good fortune to be able to suggest some apparently trivial alterations and additions by which the premises can be vastly improved, and suggestions—where the nature of the ground and all its surroundings are known—have been gratefully received and acted upon."

School Attendance.

Mr. Routledge :—

"*Free education* has undoubtedly gathered into schools a larger number of infants, it has reduced the number of dames' schools, it has saved managers and

teachers infinite trouble, but it has also increased the practice of spasmodic, or dotty attendances. Formerly, parents having paid their fee on Monday were inclined to insist on their money's worth during the week, but now there is no such inducement, and it is common to see in the weekly registers three or four absence marks, where parental claims (often arising from indolence or trivial causes) have interfered with the course of duty.

"In my opinion, also, we should greatly solve the difficulty of competition between school-going and labour if, in summer time, all school teaching was confined to the *morning*, leaving the children an absolutely free afternoon. They might come, *e.g.*, for *first* school from 7.30 to 10.15, have a half-hour's interval for play and light refreshment, and then resume work from 10.45 till 1, when the school would be finally closed.

"If attendance officers are to be usefully employed, it is not by simply requiring monthly forms to be filled up (whether they act upon them or not) but by a peripatetic 'sweeping in' of truant children to school there and then. In every town in east Kent a walk through the streets at 11 a.m. reveals a large bevy of children idling or playing about without the semblance of an excuse.

"The best attendance officer, after all, is the schoolmaster who can (and often does) ensure perfect regularity by good discipline, attractive teaching, the punctuality of his own habits, and friendly visits to the parents."

Mr. Holmes:—

"The number of children on the books of the schools in this district has increased during the past two years from 27,223 to 28,714. The number of children in average attendance has increased during the same period from 20,925 to 22,693. The attendance during the past year (1892–3) has been more regular than it was in 1890–1 in the ratio of 79·0 to 76·8.

"The increase in the number on the books is due to the co-operation of three causes—

"(1.) Increase in population.

"(2.) Closure of private schools by the operation of the Free Education Act.

"(3.) Encouragement given by the same Act to parents to send their children to school at an early age.

"The improvement in the attendance is due almost entirely to the efforts of managers and teachers, many of whom are beginning to realise that regular and punctual attendance is indispensable to the welfare of a school from a financial as well as from an educational point of view, and that this desirable end is to be achieved by their own exertions, and in no other way. There are some schools in my district, *e.g.*, Lydd Bd., Mixed; Sandgate, N. Boys'; Rye, Bd., Boys'; Ashford, N. Boys'; Folkestone, St. Mary's, N.; in which the attendance is almost perfect, this state of things being the resultant (so to speak) of two forces:—

"(1.) Operation of prize schemes (medals, banners, holidays, school treats, and the like).

"(2.) Influence of teachers with parents and children.

There are many other schools in which the same forces have worked with great success, though, owing to the influence of adverse circumstances, the results achieved have fallen appreciably short of perfection. But I know of no school in which even moderately good attendance has been secured by the agency of the attendance officer unsupported by the influence of the teacher or by judicious bribery on the part of the school managers.

"The following statistics will, I think, be found suggestive.

"The schools in this district may be divided into three principal groups—

(*a.*) Those in large towns such as Hastings or Folkestone.

(*b.*) Those in small towns such as Rye or Hythe.

(*c.*) Those in country parishes.

"The average attendance in the schools belonging to class (*a*) is 77·7 per cent. of the number on the books.

"The average attendance in the schools belonging to class (*b*) is 82·4 per cent. of the number on the books.

"The average attendance in the schools belonging to class (*c*) is 78·7 per cent. of the number on the books.

"In *large towns* the influence of the teacher is apt to be overshadowed by that of the attendance officer, the result being that the attendance, which ought to be very good, is either mediocre or poor.

"In *country parishes* the influence of the teacher, if exerted, counts for a great deal; but distance from school, bad weather, and such rural distractions as harvest-

ing, hoptying, acorning, fruit gathering, are powerful hindrances to regular and punctual attendance. Nevertheless, in spite of these adverse circumstances, the attendance in the rural parts of my district is actually more regular than in the large towns.

"In *small towns* the teachers' influence is a potent force, and is far less liable to be thwarted by adverse circumstances than in the country properly so called, the result being that attendance in those towns is far more regular than in either of the remaining divisions of the district.

"There was a time when managers objected to offer rewards for regular attendance on the score of their expense. They are now beginning to see that for every pound which they lay out in prizes they may reasonably hope to receive back *three* in the shape of increased grant.

"There are at least a dozen different prize schemes at work in this district, and all produce good results, *when backed up by the influence of a tactful and painstaking teacher;* but no scheme, however good, can be trusted to work automatically. Perhaps the best plan is to give a ticket at the end of each week to every child who has made 10 punctual attendances, and at the end of the year to give prizes to those who can produce the greatest number of tickets. Silver medals, to be worn on the day of inspection, are highly valued by the children, but ought, I think, to be reserved for those whose record for the year is absolutely flawless. In some schools a banner is hung in front of the class which has attended best during the previous week. In others a holiday or half-holiday is occasionally given to the whole school as a reward for a long spell of regular attendance.

"The great thing is to generate a strong *esprit de corps* in favour of regular attendance, and to breed *habits* of regularity and punctuality in the children. In such a school as Lydd Board or Sandgate National, the child who stays away without a reasonable excuse is held by his school-fellows to have disgraced himself and brought discredit on his school, or at any rate on his class."

Mr. Gardner:—

"Attendance at school cannot be described as other than irregular, and irregular it must often be in such a district as this. The typical Sussex parish is long and narrow, sparsely inhabited by families scattered in hamlets rather than clustered round a centre, and intersected by winding roads deep in mud for half the year; 'the miry ways of Sowssex' have long been celebrated. Or they are down parishes, wide in extent, bleak and wind-swept, with no roads at all. Add to this, during the past two years, epidemics one, two, or three of influenza, the usual allowance of measles, whooping-cough, and other regular infantile complaints, and a quite unusual amount of diphtheria, a more serious disease, and it is no wonder if children do come badly to school. I can honestly say that I have oftener been astonished at the amazingly good attendance in a school, where the teacher is earnest and popular, than I have been at the bad attendance in others. Nevertheless, much remains to be done and can be done with children whose parents will only respond to constant and pertinacious stimulations from the local officer. In nine cases out of ten where attendance is good the credit of it is due (*a*) to the teacher who makes his school attractive in the best sense of the word, and (*b*) to the children who love to come. Only last week I visited a school where the attendance was averaging over 90 per cent., and more than half the scholars lived over two miles from school.

"The effect of free education has been to swell the number on the books through the admission of very young children. As far as I can judge it has had no appreciable effect on the regularity. Some teachers complain that their scholars come worse to school now than when a fee was paid."

Mr. Alington:—

"At length the School Attendance Committee of the Ticehurst Union have yielded to pressure, and three officers have now a chance of success, where one has necessarily failed, in looking after a population of over 14,000, scattered over more than 44,000 acres.

"I can now report a fairly adequate staff of attendance officers throughout my district. But the standard of general attendance continues low. The difficulty which perplexes both officers and teachers is not so much that of the grossly irregular children. Their parents are always open to attack, and they are attacked with fair persistency. They are, of course, fertile in excuses, which generally serve to give time, if not immunity, and they profit by the slow steps of the justice which dogs them, but it does dog them, and the law is not openly disregarded.

"The number of attendances, however, missed by ordinarily regular children is very considerable, and these occasional absences, often made at regular periods and claimed as a right, which are a measure of the parents' estimate of education, have perforce to be admitted without effective protest. In such cases the influence of the teacher—and I gladly recognise several instances in which this influence has been exercised most beneficially—will often secure, and necessarily with more permanent effect, results which are beyond the power of the School Authority.

"I wish to repeat again, what I have said before in reference to School Attendance Committees, that it is scarcely possible for them to carry out their duties fully, without the more complete knowledge of their districts which would be furnished by a census of the children kept up to date. At present their information appears to be mainly obtained from the schools, and no doubt mothers are, as a rule, only too glad to have their children entered at the earliest possible age on the school register."

My assistant, Mr. Crossley, who worked efficiently under Mr. Johnstone and has been in the district some years, informs me that school attendance has been more rigorously enforced since the general abolition of fees. The attendance, however, is not yet satisfactory, for although the numbers on the books are greater, the average still remains low. There seems, however, to be a greater disposition on the part of magistrates to enforce regular attendance now that schooling is, or may be, free.

Elementary Subjects.

There seems to be a gradual improvement in instruction in reading, writing, and arithmetic, in the Brighton district. Reading has undoubtedly improved, since unseen books have been used for the examination of the upper standards; if the like freedom were extended to the lower standards, still greater improvement would be apparent.

Handwriting is on the whole well taught. Although in many schools the children deserve commendation for their writing, they write with abnormal and quite unnecessary slowness. School teachers should bear in mind that quickness and readiness with the pen are so valuable that in order to acquire them something of the accuracy of copper-plate may advantageously be sacrificed.

Advance may also be recorded in arithmetical instruction; and in this, logically graduated mental arithmetic is most effective. By mental arithmetic I mean not only the working in the head of sums, however well selected, but oral demonstration and explanation of processes by the class-teacher (with use of the blackboard) and the acquirement by the scholars of the power of explaining in their turn the reason of each step in the working of sums whether written or oral.

I am surprised that in small country schools teachers do not avail themselves of the alternative (arithmetic) Scheme S. The convenience of grouping the scholars into three divisions for arithmetic would be considerable.

Mr. Holt White :—

"During the past two years there has been gradual and general progress, but I have not noticed any marked advance in any portion of the elementary work.

"In infant schools ability to read two primers rather than a knowledge of reading is the result too often aimed at; hence it is not uncommon to hear complaints in the upper schools that the children drafted into Standard I. cannot read words of three letters; and I can quite believe that the allegation is sometimes true, if the teacher has tested the new class from a book which contains words of three letters which did not occur in the primers.

"If the power to name strange words were more frequently acquired in the infant school, the reading in the lower standards would be freed from the dead weight

which now encumbers it, and makes progress in fluency and expression very difficult.

"When there is real improvement in the mechanical art of reading in the lower standards, we may confidently look for more really intelligent reading in the upper classes."

Mr. Routledge :—

"The award of the higher variable grant has risen from 20 to 24 per cent. in the schools for elder children. This increase has not taken place owing to any lowering of my standard, but to a genuine improvement in the schools. The following statistics will show in a tabulated form my reports on the 'accuracy' and 'general intelligence' :—

——	E. G.	G.	F. G.	F.	Below F.
Accuracy - - - -	4	34	57	31	14
General intelligence - -	0	20	37	49	35

"Intelligence is again much lower than it ought to be. Its defects arise, in my opinion, from an undue overloading of youthful brains in the endeavour to bring rustic children into line with town children, from the stupidity of some of the reading books, from a want of variety in the reading, and from such a thing as mental arithmetic degenerating into a mechanical exercise.* The powers of observation are cultivated in a good infant school, but they are not cultivated in most boys' and girls' schools, where 'object lessons,' or descriptions of country walks, common flowers and birds, are very much needed."

Mr. Holmes :—

"*Examination by Sample.*—I am strongly of opinion that every child (at any rate above Standard II.) should for his own sake do some paper work and some oral work on the day of examination. My own plan is to make the reading section write out poetry, the arithmetic section recite poetry, and the writing section do oral arithmetic. (Of course, when the Standard is small, all the children are examined *as a class* in oral arithmetic and recitation.) In the upper Standards, I sometimes make one section do dictation while another is doing composition. Or again, I make the reading section parse and analyse a paper, the whole class being afterwards examined orally in grammar.

"*Spelling* is, I think, improving in the upper Standards. The teachers have no idea whether the children will be examined in dictation or in composition, or in both subjects. The consequence is that both subjects are, as a rule, systematically taught.

"*Arithmetic* is generally best where mental arithmetic is best. The latter subject is too often neglected until towards the end of the school year. It should be regularly and methodically taught in close connexion with the paper (or slate) work. The abominable practice of counting on fingers is far too common in infant schools, and is not unfrequently met with in the upper departments. I have seen children in Standards IV. and V. using their fingers freely during the examination, and even trying to do 'tots' by this cumbrous and ridiculous method. The habit of counting on fingers is easily formed, but not easily eradicated. One sometimes comes across adults who are supposed to have received a liberal education, but are unable to do even simple sums without having recourse to their fingers."

Mr. Alington :—

"Naturally there is not much difference to be noticed in the elementary work on which I reported in 1891 and that of 1893. Good infant teaching continues to be fruitful in results below Standard III. This is very frequently the limit of excellence, but within this limit the work is usually very thorough. The adoption of sounder

* How mechanical it may become may be shown by the fact that, in an otherwise excellent school, not a single child of Standards V. and VI. could tell me how old he (or she) would be if he were alive in the year 1907.

methods of teaching of which there are clear indications will in time, no doubt, if seconded by more reasonable classification and better attendance, make the end of the scholar's life more worthy of its commencement.

"At present it is still true that the scholars of upper Standards are at times quite puzzled by mechanical difficulties in reading, which they have evidently not been taught to master on any principle.

" In respect of fluency, however, reading may be said to have stood the test of unseen book or paper fairly well. Judged by the power of a class to answer questions on an unseen paragraph, which has just been read to them by one of their number, it can seldom be called intelligent. I hope that the time will come when such a test will not be considered too severe. At present partly, perhaps, owing to the want of practice in silent reading—the opportunities for which do not appear to be at all well utilised—although the reader is evidently often able to enter into the spirit of the piece, it is seldom that either he or his hearers can give any sensible explanation of the meaning.

" Handwriting is better than the very casually supervised copybooks would often foreshadow, but the practice of really teaching writing by means of the black board extends very slowly.

" No doubt the weakest point in the elementary work of my district is spelling, in Standards IV. and upwards. There are, however, signs of improvement here, and the introduction of unseen matter for dictation has been clearly beneficial.

" Arithmetic is on the whole fairly accurate, and the rapid addition of long money sums has received much more attention. The application of rules to problems still leaves much to be desired. Notwithstanding constant and fairly successful mental practice the meaning of rules and processes seems to be seldom grasped.

" The importance of mental arithmetic is perhaps too often considered to be centred in the quickness and accuracy which are generally acquired by the clever scholars in a Standard. The value of the lucid explanation which mental dealing with small numbers affords to the duller members of a class in the explanation and application of arithmetical operations, is consequently too little appreciated."

Mr. Gardner :—

" The story of the subjects is a thrice-told tale. For reading I have scarce a word of praise. Even when the teacher knows how to teach this difficult subject the reading of the class is too uneven to be quite satisfactory. The fault lies in the imperfect grounding of the junior classes. There, should the opening of the mouth and the distinct articulation be taught, and there they are not taught. Names of letters are taught but not their sounds or powers. Fluent and expressive reading is most often met with in the first class of the infants and in the first and second standards of the upper school, but the examiners' pleasure is short lived, as he gradually realises that the books are more or less got up by heart. The most satisfactory point about it all is that children in Standards V. and upwards frequently read as well out of strange books as from their own, which proves that they do learn to read after a fashion if they stay long enough at school.

" Writing continues to improve in the lower standards, and is generally well taught in the infants' department. Above the 3rd Standard it often deteriorates.

" Spelling is fairly satisfactory. The unseen pieces are as well done in Standard IV. as selections from their own books, and there is no reason why the practice should not be extended to Standards II. and III.

" Written arithmetic is done with accuracy and it is a rare thing to find defective notation. Problem working is weak except in the best schools. Tots are fairly well added by boys, indifferently by girls. Reasons for arithmetical processes receive but scant attention, and mental arithmetic though daily practised is far from good."

Discipline and Organisation.

During the five months that I have been inspecting in my present district I have observed but few cases of really blameworthy discipline. Organisation may often be injudicious and instruction disappointing, but reasonably good behaviour, honesty in work, and interest in it are certainly the rule. I hope and expect that an increasing number of our schools will year by year earn the higher grant for discipline and organisation. Most of the conditions upon which the higher grant

depend seem to me to be within the personal influence of the teacher of a school or class, and are much more directly under his control than are those on which grants for efficiency of instruction depend.

Mr. Routledge:—

"The higher grant of 1*s.* 6*d.* for discipline and organisation is awarded in this district to about 65 per cent. of the departments for older scholars. There is very little copying now to be met with, and, as a rule, the children are tidy and well-behaved and thoroughly enjoy the examination (quite as much as a 'school treat,' the parents have often told me). Of course one recognises that they are screwed up to their best for a field-day, and occasionally even feel awkward in the uncommon equipment of new boots, decent clothes, and well-oiled hair. It is in visits without notice that one finds the reality of true discipline, and very much in incidental points. There is nothing that I am more severe against than the immoral and pernicious habit of writing indecent words in the offices, and yet these sometimes remain for months without any notice being taken of them, owing to the inspection of the closets being devolved on caretakers.

"The imitative faculty of children is not sufficiently considered by teachers, who express astonishment at our finding fault with the neatness of the children, when all the time the reading books are soiled and dilapidated, the desks covered with ink stains, the time table and conscience clause torn.

"I am bound to say that the chief disciplinary fault we have to find is that of 'talkativeness' especially in the Isle of Thanet. The combination of chalk cliffs and sea air is bound to produce a volatile nature, and their ancestors were described by the Emperor Julian as speciaily distinguished for vehemence."

Mr. Alington:—

"School drill, ordinarily smart and effective, and generally accompanied by music, has ceased to be exceptional. Its disciplinary value is too obvious to be commented on. Physically the good effects are more noticeable in girls' schools than in boys' departments. The home employments of girls, when not sedentary, are not, as a rule, calculated to tend to a healthy development of the body. But the boys of the National School, Tonbridge, have profited in a very special manner by a thorough gymnastic training.

On the whole I have no reason to complain of the discipline. As I have noticed before, teachers do not always remember that in the excitement of an examination young scholars will lose their heads and act in unaccountable ways, unless the supervision is continuous. Dishonest work, however, is quite exceptional, and, when attempted, is usually the result of too great rather than too little interest.

"It appears to me that more often than not scholars show decided interest, if not always an intelligent interest, in their work. Their frequent absences from school, which would seem to imply the reverse, are probably attributable in most instances to their parents, rather than to themselves.

"It is remarkable that this interest can he secured with the cane still so much *en evidence*. It is, I believe, habitually used. Certainly at a large meeting of School Managers and Teachers held in Tunbridge Wells last year, the suggestion that it should be kept more in the background was almost unanimously rejected."

Mr. Gardner:—

"The children's behaviour in school on inspection day leaves little to be desired. They are orderly, attentive, and honest, though deficient in animation and smartness. Musical drill is a more common feature than it used to be, and its good effect on the discipline is already recognisable.

"The rooms might be neater and more attractive in appearance. A coloured advertisement of Pears' soap or Peek and Frean's biscuit is the only decoration the walls receive. There are of course many honourable exceptions: I am speaking of the majority of upper departments.

"All the schools in the district, with, perhaps, half-a-dozen exceptions, have been visited without notice during the last two years. I have not detected a single case of fraudulent or even very careless registration, and in nineteen schools out of twenty work has been proceeding in an orderly and systematic manner. Whatever shortcomings our teachers may have want of industry is certainly not one of them."

Mr. Waddington :—

"Last *not least* on the subject of discipline, I wish I could give as hearty a commendation as I would gladly be able to do; but I am bound to say that though obedience and order and neatness in school are often very good, and though I rarely have to report discipline as actually moderate or defective, yet on the other hand it is only in a comparatively much smaller number of cases that I am able to consider the discipline really excellent, or as really fulfilling the admirable requirements laid down by their Lordships in Art. 101 (b) of the Code, that the children should be brought up 'in habits of punctuality, of good manners and language, of cleanliness 'and neatness,' and should have impressed upon them 'the importance of cheerful 'obedience to duty, of consideration and respect for others, and honour and 'truthfulness in word and act.'"

Class Subjects and Recitation.

English, *i.e.*, grammar is now less frequently taken than formerly, History or Elementary Science—or for girls Domestic Economy—often appearing in its stead. Grammar taught in the old-fashioned way, became a dry parrot-like exercise, and one can hardly regret its disappearance; but really well taught, as it is in some few schools, it is interesting and of great educational value. Rather to my surprise I have found no school presenting English for examination according to either of the alternative schemes given in the Code—of these courses A and B are certainly more interesting than the one given in schedule II. English grammar possesses one great advantage—from the Inspector's point of view—it is a subject in which real intelligent knowledge is at once distinguished from mere memory-work.

Elementary Science, from the prevalence of which in schools I hoped great things, has in the majority of cases disappointed me. It appears to me that the teaching of this subject unless based on experience—observation and experiment—is, as a mental discipline, worthless. And it is clear that in the majority of cases observation and experiment have no important recognised place (have they any place at all?) in the year's teaching.

Geography is probably the best taught of the class subjects, and when the subject is taken in a comprehensive sense and scientifically taught, it is in all respects the most useful of them. Maps are often drawn with commendable dexterity and accuracy. History is occasionally taught so as to be interesting and educationally advantageous. But I fear that in the majority of schools it has little effect of any kind on the scholars, either in teaching them to think or in storing their minds with information. History is too often taught to children without any sense of proportion, and as if the events in the life of a personage or in the duration of an empire are entirely disconnected and have no influence on one another. To give two hackneyed illustrations: I am convinced that many children believe the burning of the cakes to be the one great event in the life of Alfred the Great. Again, of the hundreds of children who can make many accurate statements about the field of Senlac, very few seem to know how the battle fought there affected the destiny and civilization of their country, or even that it affected them at all. In fact, examining a class in history often reminds the questioner of looking at a picture drawn out of perspective.

All examinations in class subjects are now expected to be conducted orally. And the plan of teaching often follows the method of examination and becomes exclusively oral; this is much to be regretted. For the awakening and retaining of interest, and for the smoothing of difficulties that occur in all lessons, nothing equals good clear oral

teaching, and it must always keep a predominant place. But in steadying the ideas of a class and making scholars' information really accurate and true, the use of paper and pencil is very important, and should not be neglected.

It is curious to note the difference in scope between excellent and only moderately efficient teaching in class subjects. The really good teacher does not insist on a rigid delimitation of subjects one from another —he admits that they shade off into one another as do the adjacent colours in the spectrum, and he teaches in accordance with the admission, so that no objection is raised to questions near or on the border-line, where indeed the greatest intelligence is often exhibited by the scholars. With the moderately efficient teacher it is different; you may question his class in geography, about the neighbourhood of Brussels and the surrounding localities, but the battle of Waterloo is "out of bounds."

Mr. Routledge:—

"I do not consider that sufficient time or attention is paid to the important subject of *Recitation*. Out of 138 schools in which Poetry was taught, I have only been able to mark 18 as *good*. The object seems to be too often to buy the cheapest leaflets, and the cheapest leaflets generally contain the most poetry, with that convenient word 'Anon.' at the end (signifying sometimes, I fancy, that the piece was written by the editor's wife or sister!). Good poetry is not harder to learn than bad, in fact, no poet is recited in better style than Shakespeare, even by children in country parishes. The chief reason for defective recitation is that fresh short pieces of poetry are not learnt every week as, a regular lesson, the selection of the required number of lines for examination being made towards the close of the school year. What can be more monotonous or soul-deadening than for 20 lines of poetry (such as the child's first grief) to be eternally dinned into the children week after week, till they must hate the very sound of it?

"I always suggest to the children the advisability of their getting their fathers and mothers to hear the piece at home, and thus of killing two birds with one stone.

"The results in *class subjects* are as follows:—

——	Good.	Fair.	Failure.
English - - - - -	47	37	5
Geography - - - - -	56	17	6
Needlework - - - - -	31	1	—
History - - - - -	1	4	—
Elementary science - - - -	1	—	—

"The intellectual value of grammar stands pre-eminent, and, disbelieving as I do the current cant that branches of education should be of a *utilitarian* character, I am not anxious that it should be displaced. It is the one subject that cannot be crammed, and it is a blessing that children now-a-days should be taught the superior advantage of *thinking* for themselves to imbibing facts accumulated for them by others.

"It has been my opinion for many years that the teaching of geography is extremely faulty, especially as to the close relationship that exists between physical, commercial, and political features. Geography will never be remembered or made interesting unless brightened by historical associations. It would be incredible, were it not true, that many children in Canterbury are ignorant of the fact that the Black Prince is buried in the Cathedral, that children at Minster or Ramsgate do not know where St. Augustine landed, and so on.

"In hardly a single instance have I found geography books quite up to date. We still read of Hobart Town, of New Westminster as the capital of British Columbia, of the name Winnipeg connected only with a lake, of mounts Hooker or Brown as being 16,000 feet high, and similar old-fashioned errors.

"History is very seldom taken up, and in only one school has it been well taught. It seems to be less valued for itself than as a possible refuge from the difficulties of grammar; and its 'short stories' are apt to be treated as fairy tales with no connexion with either succeeding or preceding events."

Mr. Holmes:—

"As regards the teaching of class subjects, I cannot but regret that teachers make so little use of the liberty that is given them by the present Code. For example, it is frequently said that children take no interest in grammar; and the complaint is, I believe, as a rule, well founded. But the cause of the evil is not far to seek, and the remedy is in the hands of the teachers themselves. In ninety-nine cases out of a hundred they begin to teach grammar to children who are too young to grapple with it, and they spread the teaching of it over too long a period. Can anything be more tedious and monotonous than for a child to devote 12 months of his life to picking out nouns, another 12 months to picking out nouns and verbs, and yet another 12 months to picking out nouns, verbs, adjectives, adverbs and personal pronouns? Surely, if grammar were begun in Standard III. instead of Standard I., the work of the first three years might easily be done in less than one? And surely it would be possible for a child of average intelligence to learn in two years (say in Standards III. and IV.) as much grammar as need be learned in an elementary school? For after all to 'learn grammar' means nothing more than to realise knowledge which has already a potential existence. The foundations of grammar are or ought to be laid in the infant school; and every child who can read with proper expression is a good grammarian, though he may never have learned the name of a single part of speech.

"It is the same with the teaching of history, a subject which is sometimes—though, as I think, most unwisely—spoken of as the rival of and possible substitute for grammar. (One might as well talk of substituting writing for singing as of substituting history for grammar.) The 'stories' which are supposed to be learned in the lower standards might easily be taught in one year instead of being, as now, spread over four. But, on the other hand, it is neither necessary nor desirable to begin teaching history in Standard I., or for the matter of that in Standard II.

"What, then, it will be asked, do I propose to teach in Standards I. and II. in the place of grammar (or history)? To this question I am at no loss for an answer. One of the worst features of our present system of education is that 'object lessons,' which are systematically given in our infant schools are seldom, if ever, given in the schools for older children, as if, forsooth, a child of seven or eight had no further need to learn about 'common things.' If grammar and history were banished from Standards I. and II. 'Elementary Science' ought surely to take their place.

"The following, then, is the scheme of class-work which I should like to see occasionally submitted to me for approval:—

	First Subject.	Second Subject.
Standard	I. Elementary science (*i.e.*, object lessons) -	Geography.
„	II. Do. do. -	„
„	III. Pointing out and understanding about the different parts of speech.	„
„	IV. Parsing and simple analysis (with the rudiments of English composition).	„
„	V. The outlines of English History - -	„
„	VI. The Tudor or Stuart periods - -	„
„	VII. The Hanoverian period (with special knowledge of the rights and duties of the English citizen).	„
	OR	
„	V. English History to death of Elizabeth, with special knowledge of the Tudor period.	
„	VI. and VII. Stuart and Hanoverian periods.	

"The children in Standards V., VI., and VII. would, of course, be liable to be examined in the grammar of Standard IV.

"Geography is so interesting, so important, and so comprehensive a subject that I should like to see it taught in all standards. But in Standards I. and II. it might, I think, be taught in the form of object lessons. In that case the time which is now given to the two class subjects might be entirely devoted to object lessons, one-fourth of which should deal with geography. Again, in the upper standards special attention ought to be given to commercial geography, and in connexion with this branch of the subject a course of object lessons might be given, which would of course be far more elaborate and scientific than those which I am supposing to be given in Standards I. and II.

"In schools which are unable to take up more than one class subject, I should like to see the following provisions made for the teaching of geography:—

"(1.) In Standards I. and II. some of the object lessons, say one-fourth or one-fifth of the total number, should deal with the elements of geography.

"(2.) Geographical readers dealing with (*a*) England and (*b*) Europe should be used in Standards III. and IV. (This would prepare the way for the study of history in the upper standards).

"(3.) Geography should be taught in close connexion with history in Standards V., VI., and VII.

"It will, perhaps, be said that the present way of teaching class subjects is sanctioned and even encouraged by Schedule II. of the Code. Sanctioned it doubtless is, but no special encouragement is given to it. The Code states expressly that 'the subjects taken may be different for different classes,' and again that 'if 'the managers desire they may submit to the inspector at his annual visit . . . . 'any progressive scheme of lessons in those subjects.' In other words, it gives to both managers and teachers as much liberty as they can possibly desire; and it is, I repeat, a pity that having this liberty they should, as a rule, adhere slavishly to the schemes set forth in Schedule II."

Mr. Alington:—

"A greater, although not yet a much greater, variety is noticeable in the choice of class subjects. History is slowly taking the place of English. This subject is, on the whole, fairly taught, but I find the minds of the children too often overburdened with details apart from their bearing on central and important events and principles.

"Teachers, however, are very reluctant to part with English, and year by year its great educational value is proved in a limited number of schools. Nevertheless it is no overstatement of the case to say that most often the subject is both wearisome and unprofitable. No doubt, apart from its intrinsic training value, it may distinctly contribute to the thoroughness of a variety of other lessons. Unfortunately it is seldom so used. Probably most teachers feel cut off from science teaching by the lack of previous preparation, but those few who have undertaken to interest their scholars in domestic economy, or the principles of agriculture, have, I think, no reason to regret their departure from the old lines.

"I have not the least doubt in my own mind that the various object lessons suggested in the science courses for class subjects are far more suitable for the three lower standards, and of much higher educational value, than any of the courses by which it is proposed to teach history or English to young children. Geography is often well taught, and since the general introduction of drawing some very good maps have been occasionally shown up.

"It is not very satisfactory to notice, but it is impossible to resist the evidence, that even in very intelligent classes there often is a residuum of unblushing ignorance."

Mr. Gardner:—

"The habit of presenting children in two class subjects is being gradually abandoned in the smaller country schools, and *geography* is taking the place of English. It is better taught and better illustrated, and to boys at least is a more attractive subject. *History* is growing in popularity and is a favourite with girls, but they do not take kindly to geography, preferring even the dry bones of *grammar*, for it is dry bones they get as a rule, the picking out of parts of speech with parsing and analysis. The history, derivation, relations, and uses of words are seldom touched upon and illustrated. *Science* is taught in two schools, and *agriculture* in two schools, with scarcely satisfactory results, because the junior members of the staff are imperfectly acquainted with the subject."

Recitation.

Mr. Carrington Ley :—

"Opinions may differ as to the value of the recitation of English poetry as an instrument of education in elementary schools, but there can be no doubt whatever that it affords an excellent test of the carefulness and intelligence of the teaching.

"We have adopted a plan of making a few of the children, otherwise unemployed, write out six or eight lines of the poetry they are supposed to have committed to memory. This not unfrequently brings to light not only some queer spelling, but also some curious cases of what can only have been phonetic learning by heart.

Here is an example of the latter :—

"Where's Harry Blount; Fitz-Eustace, where?
"Linger ye here, ye hearts of hare?

Transcribed :—

"Where's Harry Blout which used to swear linger ye here ye hearts of air."

Specific Subjects.

Specific subjects are taken in many of the larger schools in Brighton, Hove, and other populous places, I cannot express any judgment on the quality of this department of school work till I have completed a year's inspection. So far results appear rather thin and meagre, and barely commensurate with the time and labour devoted to them by teachers and scholars. I am convinced that the more ambitious schools present scholars for examination in too many subjects. Besides obligatory and class subjects, singing, &c., two specific subjects are presented to Her Majesty's Inspectors and other subjects to officials of the Science and Art Department or other educational authorities. This is not giving a boy or girl's mind a chance of healthy, vigorous growth; and my official experience shows it to be far too often done, at the expense of accuracy, intelligence, and depth in the less showy but not less useful subjects.

Mr. Holt White :—

"The specific subjects are not often taught in the Dartford district; Euclid and Algebra continue to be taken up with fair success at Sheerness where these subjects are required at the examination for appointment to the dockyard apprenticeships."

Mr. Routledge :—

"I have little to say about specific subjects because very few children are presented in them. French is useful in a district like mine that has close communication with the opposite coast; and in two or three schools algebra and shorthand have been taught.

Cookery and Laundry Work.

Cookery is taught in the Brighton district, at the Board Schools in York Place and Finsbury Road; and at both centres the scholars are so numerous that the accommodation is hardly sufficient. It is also taught at Connaught Road Board School, Hove, and in connexion with the Clayton and Keymer School Board. At Cuckfield and Worthing, too, efficient instruction in cooking is given.

The first step in introducing instruction in laundry work was taken in St. John's parish, Brighton, where the vicar started a laundry class in a room fitted for the purpose when his new schools were built.

I hear that the Brighton and Preston Board intend to make provision for teaching laundry work.

Mr. Carrington Ley :—

"Both the Northfleet and Rochester Boards have provided cookery schools in their respective districts, and have offered the use of the rooms and apparatus to the voluntary schools on certain days. I have not yet been able to ascertain how fully the privilege thus offered has been taken advantage of, but it is to be hoped that all who can will avail themselves of the opportunity. In two or three country schools, cookery classes are still taught with what appear to be satisfactory results."

Mr. Holmes :—

"The cookery centre established by the Hastings School Board is now attended by 481 girls from 12 schools (5 board and 7 voluntary). Technical schools are being erected near the Mount Pleasant Board School and will be completed before next spring. In these there will be provision for teaching cookery and laundry work, and for giving manual instruction to boys. The cookery centre at Rye continues to be attended by large numbers from the Rye Board School and by small classes from one or two of the neighbouring country schools."

Mr. Alington :—

"Instruction in cookery is spreading, but only slowly and in towns.

"The opening of an excellent kitchen on the premises of one of the schools in Trinity parish, Tunbridge Wells, has been of great value to the borough. Classes from other girls' schools are now able to attend at a convenient centre.

"The St. James' Girls school has a kitchen of its own, and in the Mixed School at St. Mark's, Broadwater, a class-room is used.

"Cookery classes continue to be held at the Board School, Sevenoaks, and girls from the two National Schools in the town have the use of the kitchens."

Singing.

Mr. Crossley reports that the theory is very well taught in schools where they profess it. But the requirements hitherto exacted, as a means to an end, were of little educational value. Now, however, that the new regulation is enforced, that exercises in "time and tune" shall be taken, the goal appears nearer.

Mr. Holt White :—

"I subjoin a report by my assistant, Mr. R. M. Harbour, upon the singing, for which he is responsible. He says, 'There has been a continued increase in the number 'of schools in which singing by note is taught, and it is now quite exceptional for a 'school to fail in its attempt to secure the higher grant. The results, nevertheless, 'vary widely from the bare pass to the excellent part singing, and correct interpre-'tations of the tests, which are heard in a few schools. Ear tests are seldom well 'met, and too often the time tests, though perfectly accurate in time, are destitute 'of rhythm. The new requirement for Division IV. under which the time tests and 'tune tests are combined has not presented any special difficulty.'"

Mr. Routledge :—

"Probably one of the most gratifying points in connection with primary education is the great stride that has been made in the teaching of music. As in former years I am glad to report that a still larger number of schools (now 45 per cent.) teach singing by note. When once a fair state of efficiency has been reached there is no difficulty in meeting the requirements of the Code and the singing lessons are real times of recreation. This is more particularly the case where the lessons are of moderate length. The most successful schools have a lesson of about 15 minutes on alternate days for modulator practice and voice training, with one weekly lesson of about 30 minutes for teaching new work.

"Sol-fa is, of course, the popular system; but I am glad to say that in some of the schools the connection with the older system is intelligently explained.

"At present, only the simpler of the 'time and tune' tests for Division IV. are sung with readiness and accuracy, and I am of opinion that to demand anything more at present would discourage the teachers.

"75 per cent. of the pupil-teachers now take the music paper, and though many of them shirk the practical test, such teachers will soon be the exceptions."

Mr. Holmes :—

"My assistant, Mr. Sanderson, reports as follows :—

"'Singing by note (chiefly from the tonic sol-fa notation) is taken up by a greater number of schools than formerly, but in few is the singing really good. More attention appears to be paid to qualifying for a pass in the various tests than to voice training, and the songs selected are often very poor. It would be well if children could be taught to appreciate and sing sweetly music and songs of a higher character than those that are generally offered.'"

Mr. Alington :—

"My assistant, Mr. Emmerson, reports as follows :—

"'73 per cent. of the departments for older children take singing by note. Of these 76 per cent. take the tonic sol-fa notation, 14 per cent. the staff notation, and 10 per cent. a combination of the two systems. The advance lately made has more the nature of extension than of quality. The songs selected rarely give much scope for expression. Voice culture, however, has received more attention. All teachers would be wise to follow the good practice of those who prepare at least some of their song tests in the upper standards by note. More time will evidently have to be devoted to the sol-faing test combining tune and time in Division IV.'"

Mr. Gardner :—

"On singing my assistant reports as follows :—

"'Singing by note is gradually on the increase. Very few schools attempt the staff notation, and in only two of them can it be said to be successfully taught. Modulator tests and time tests have certainly improved, but in the few schools where combined note and time tests have been given the results are disappointing. Ear tests are generally weak. The relation between the staff and the tonic sol-fa notations receives very little attention as yet. A better selection of songs is now presented, and when note tests are well done the songs are generally well rendered. More attention, however, should still be given to voice culture.'"

Mr. Waddington :—

"My valued assistant, Mr. Beck, reports to me that tonic sol-fa is the method most in favour, and that creditable results are generally obtained, but that the teaching of theory is too much neglected. He adds, 'Experience shows that tonic 'sol-fa is the method best suited to the capacity of young children, but it cannot be 'too strongly recommended that the scholars in the highest division be taught to 'understand the connection between the tonic and staff notations.'"

Mr. Dibben :—

"In this district 80 per cent. of the schools teach singing by note, and the tonic sol-fa method is almost universally adopted; in the few instances where the staff notation is taught, the 'fixed Do' system is followed in but *one* school—in the remainder the more rational 'movable Do' is adopted.

"As to the results of the examination they are on the whole very satisfactory. The note tests are, as a rule, done with much credit, and the monotoned time tests are almost equally good, but the new requirement (in schools where the average attendance exceeds 60) of combined time and tune tests is, as might naturally be expected at present, not more than fairly satisfied. The least satisfactory results are found in the *ear* tests. Ear training should really be commenced in the infants' departments, where, by giving short melodic phrases, the imitative power so natural to the young child would be gradually developed.

"Songs are on the whole satisfactorily rendered, but a closer attention might certainly be given to the observance of expression marks. Children should be encouraged to sing softly—exaggeratedly so—and should not be allowed to force the chest voice. Harmonium accompaniments are by no means to be recommended, since they have a tendency to induce a disagreeable nasal tone in the children's singing—the pianoforte is the best instrument.

"The following schools merit special mention for the thoroughness with which instruction in singing is given—Wimbledon Central (Boys); Croydon, Upper Norwood Board (Mixed); Richmond, British (Boys); and Penge, St. John's (Boys). In these departments part-songs are rendered with a degree of taste and feeling that would put to the blush many an ordinary choral society.

"In infant schools the note tests are only fairly well satisfied, considering the easy nature of the requirements.

"The examination of the pupil-teachers in practical music is a new departure, and it is too early, therefore, to say much about it. It is assuredly a step in the right direction, for it seems but reasonable that those who are, in great part, to be responsible for the school singing of the future should themselves be trained in the *art* of singing. So far as one has had opportunity of examining pupil-teachers in vocal music, the chief faults observable are defective voice-production and very clumsy phrasing.

"Notwithstanding all the time and labour devoted—and in many cases very successfully—to the teaching of music in our day schools, it is to be feared that much of the good work accomplished is lost to the nation, since our school children leave at such an early age; but perhaps the admirable scheme of vocal music suggested in the new Evening Continuation Schools Code may remedy this by helping to bridge over the gulf between childhood and manhood. Such, at any rate, is the earnest hope of many who are anxious for the cultivation of musical taste in our midst."

Pupil-Teachers.

Mr. Holt White:—

"I regret that I cannot report that the pupil-teachers of the district are at all well taught—a fact which is fully recognised by managers generally.

"There have been instances where their lessons have not, admittedly, been given or attended with due regularity, but I think the chief cause of the pupil-teachers' failure in examination lies in the want of a higher standard of instruction on the part of their teachers, and, too often, a lack of anything like eagerness to acquire information on the part of the pupil-teachers themselves. It is to be feared, too, that the amount of instructive reading undergone by a pupil-teacher who has not the advantage of a course of systematic instruction at a 'centre' is minute in quantity; for instance, when I inquire what books on history have been read, the answer often is that nothing has been seen but the dry facts recorded in a 'pupil teacher's course'—no doubt a carefully compiled manual, but one which is scarcely likely to interest its readers in the study of history, or to give them a very intelligent idea of it.

"It is not easy to indicate a remedy for this state of things. Some towns have instituted collective teaching, the different subjects being undertaken by the various teachers of the locality. While I am inclined to look favourably on the plan, it has, I think, at present not met with much success.

"Where a regularly organised centre for teaching is unattainable, we must rather look to increased attention and interest on the part of managers and instructors with a greater desire for improvement on the part of the pupil-teachers themselves."

The "centre system" is obviously efficient for the intellectual training of pupil-teachers; but we hear grave complaints from head-teachers that their pupil-teachers who attend the "centres" show insufficient interest in their school work. The junior teachers are released from attendance in school for half-a-day, and their service for the remainder of school hours is half-hearted.

Mr. Routledge:—

"There is, perhaps, somewhat of a tendency among teachers to form themselves into a separate *class*, and this is partly caused by the fact that in country places their social position does not seem to fit in with that of other members of the community; and owing to want of congenial associates they suffer from *ennui*. Often has this reason been given me for a change of schools; but surely the difficulty may be partially solved, in the case of men at any rate, by their joining more heartily in games and amusements, for sport is a great leveller of all distinctions, and not only promotes bodily health but also widens the mind, and makes men more sympathetic with those under their charge, and also more looked up to and respected by people on whose goodwill their position and influence so largely depend.

"I have been for some time a strong advocate of *central classes*, and have worked hard for their establishment in various towns, but I honestly confess that my enthusiasm for them is diminishing, not because they are often viewed with unreasoning jealousy by the teachers themselves, but because they tend to destroy that intimate *esprit de corps* which should exist between the various teachers of a school, because they lessen and dilute individual responsibility, and involve an undue

amount of private preparation and study. They are most useful for what we call 'specific subjects,' but not so much for the ordinary routine. In country places some advantage has been derived from 'correspondence classes,' and it would be a good thing to institute everywhere quarterly examinations as rehearsals for those conducted by Her Majesty's Inspectors with questions set by some extraneous examiners. The subjects in which pupil-teachers generally fail are geography and history, which seem a special weakness of girls."

Mr. Carrington Ley:—

"There is little or nothing new to report on the question of pupil-teachers. I cannot say that I think the average quality of their work has improved in the last two or, for the matter of that, in the last ten years. Centres for their instruction have now existed for some two or three years in all the larger towns of this district. These are worked with great care and zeal, and thanks are certainly due to those school managers who devote time and trouble to their organisation and direction. I have, myself, always desired to encourage and promote these schemes for central classes, the advantages of which are obvious enough, but it is clear that unless they receive the cordial sympathy and co-operation of the head-teachers of the schools from which the pupils are drawn, their success can, at the very best, be only partial."

Mr. Alington:—

"The number of pupil-teachers in my district is very small.

"The supply from country schools is specially limited.

"It appears to me that the few masters and mistresses, who have charge of these country pupil-teachers, with little exception show a genuine interest in their welfare and do their best with material which is frequently indifferent.

"The interest shown by country managers is not often of a very practical kind.

"In the case of the town schools of Tonbridge and Tunbridge Wells the managers have given the best possible proof of their sense of responsibility by establishing and supervising central classes.

"In comparing the work of the town and country pupil-teachers I find that the latter hold their own except in grammar, arithmetic, and method. But since the establishment of central classes the geography and history of the female town pupil-teachers, which have hitherto been very weak points, have distinctly improved."

Infants' Schools.

Mr. Routledge:—

"There are many very good infant schools in my district, good in their discipline, and the brightness of their teaching, and in providing a sound groundwork of elementary knowledge, but in none of them has the better sort of kindergarten lessons been firmly established.

"In the hands of an inexperienced teacher kindergarten becomes monotonous and unintelligent—a mechanical amusement to wile away the fag end of a dreary afternoon. All infant mistresses should be sent for a month or two to a kindergarten training school, and not be expected to pick up their information from the directions of a book, which is often beyond their comprehension.

"In the ordinary method in which *kindergarten drawing* is conducted, the infants are taught every fault in drawing which should be avoided. They grasp their pencils firmly in the middle, dig them deeply into the slates, draw their lines upwards or from right to left, and in drawing, *e.g.*, a square, turn their slates almost to follow the movements of the pencil. This is not the way to teach suppleness of fingers, which is better acquired by needlework or knitting. But the best of all practices with this object is *modelling in clay*. I have at this moment in my study really artistic acorns, birds' nests, and other small things modelled by children seven years of age which might well be the products of the 6th Standard.

"Every object lesson should be repeated twice during the year, and it is absolutely necessary to insist on suitable apparatus."

Mr. Holmes:—

"It would, I think, be well if a copy of Circular 322 were sent to every infant school in the kingdom. Too much time is, as a rule, given in infant schools to reading, writing, and arithmetic, and I should like to see the afternoon hours entirely

given up to such pursuits as singing, drill, games, kindergarten work, object lessons, needlework, drawing, &c. Infants are apt to be drowsy in the afternoon; and lessons in the elementary subjects, especially if given on old-fashioned lines, are well calculated to send them to sleep."

Mr. Alington :—

"The infant departments in my district are few. In all of them the children are thoroughly happy, really interested and well disciplined, and the vigorous life of most of them is proved by a constant aim at improvement in methods of instruction.

"It is fair criticism, however, I think, to say of some that the internal is rather sacrificed to the external. It is certainly the case in infant classes that results are more in the minds of teachers than methods. Babies cannot produce elaborate works of art, therefore they are not allowed to profit, as fully as they ought, by a system of instruction specially suited to their age; they cannot enter into all the intricacies of drills and games, they are therefore often excluded from those bodily exercises which ought to be special vents for their restlessness.

"Few teachers of these classes are without some form of manual occupation, but it is seldom treated as a fundamental of infant training.

"The variety of objects on which useful lessons can be given is infinite; those, however, given to the ordinary infant class are limited by the illustrations which are in stock, and consequently very rarely follow any graduated scheme. It is scarcely to be expected that an inexperienced teacher should succeed in the extremely difficult task of interesting and instructing a class so varied in age and development as she sees before her on the gallery of an infant room. Naturally she is unskilful in the use of her illustrations and in the development of the powers of observation. Nevertheless the infant room is a happy place, and the instruction in it improves year by year.

"I am not surprised that infant teachers have not welcomed the large influx of babies since the abolition of school fees.

"Absent for weeks and months they swarm in sunny weather, and their infectious restlessness is a real difficulty in a well-organised school and the despair of the untrained teacher."

Mr. Gardner :—

"In the matter of adornment infants' departments are better treated. Here teachers recognise and satisfy the natural love of brightness and colour. As a rule the routine is satisfactory, but there is a tendency on the one hand to make elementary lessons too long, and on the other to treat manual occupations as pastimes and not educational instruments. Although the general level of infants' schools is fairly good, I am sorry to say we cannot boast of one in the district that is quite first rate."

Needlework.

Mr. Holt White :—

"During March and April 1893 all the needlework of the district was looked over and marked by the directress of needlework, and there is general agreement between the marks accorded by her and those given in the same months of 1892.

"Increased attention to the proper position of the fingers in the lower standards, and the use of soft material and plainly-coloured cottons, throughout the classes would probably result in an increase of efficiency."

Mr. Waddington :—

"Needlework does not often fall below 'fairly good,' but on the other hand it is very rarely very good—the work is apt to be wanting in neatness and finish; and cutting-out is often a weak point. The needlework of the girls at Chobham, St. Lawrence N. School, and at Worplesdon Bd. School was so exceptionally excellent, that I may be excused for specifying it thus particularly."

Time Tables.

Mr. Gardner :—

"Another stumbling-block in the path of progress has been the crowding of too many subjects into the curriculum. In the time-table of a country school poorly

staffed and irregularly attended, every subject (except specifics) would be entered that could possibly be taught. The motive in most cases was obvious, anxiety to earn a big grant; the results were cram, worry, overstrain, and disappointment. The practice is, I am glad to say, dying out, but still many time-tables exhibit a programme that cannot be adequately carried out."

The Working of the Code.

Mr. Carrington Ley:—

"Like a crowned head in a constitutional country, a Code, as long as it lives, 'can do no wrong,' consequently, as hostile criticism is inadmissible, anything in the shape of eulogy is obviously worthless. I may, perhaps, venture to say, however, that as far as I can judge, the managers, as a body, are well satisfied with the working of the Code as it now stands, and with the general incidence of the grant. The 'warning' of a school, too (speaking still from a managerial point of view), is sometimes found a valuable motive power among the dynamics of school management. As well as I can recollect, four schools in this district have been 'warned' under Article 86, since the autumn of 1890, but in all these cases the result has been a change of teachers and a marked improvement in the results of the examination next year; consequently, I have never as yet been obliged to report a school a second time as inefficient. I am not, however, quite sure that even yet some of the more easygoing and trustful of my friends fully realise the effect of this final coup. The fact that

'after the terrible curse
Nobody seems one penny the worse'

may yet beget a false confidence, that may ultimately lead to disaster.

"While on this subject, I may remark that in 1892 I noticed in some of my schools, and especially in some of the country schools, a very distinct decline in efficiency. Some of my neighbours and colleagues have told me they observed the same thing. Whether these cases were mere accidents and mere coincidences, or whether on the slackening of the strain of examination and payment by results there really was some slackening of effort on the part of the teachers, I will not attempt to say; but I am glad to be able to add that in all the cases in which I am personally interested, the results of the examinations in 1893 have shown these schools to have regained a satisfactory level."

Freedom of Classification.

Mr. Carrington Ley:—

"I do not know whether the parents of children attending elementary schools were, in fact, ever much concerned with the 'over-pressure' which, as all the world knows, was alleged a few years back to be taking place in these institutions; but I do know that the jealousy and indignation of parents when their children are not, as they think, properly promoted in the classes of the schools they attend, forms one of the best securities we now have for proper classification.

"So far as I can see, the great majority of the teachers classify the children with perfect honesty and propriety, but there are still some, mainly among the more 'old-fashioned' types, to whom 'freedom of classification' appears to mean little more than 'freedom of packing the school for examination'—an ostrich-like proceeding that, of course, cannot deceive the most guileless of inspectors."

Manual Work.—Technical Instruction.

A considerable amount of technical and manual instruction is given in Brighton and Hove, and in one or two other places in my district scholars receive instruction of this kind. Few things would be more advantageous to our public elementary schools than the general introduction into them of judicious courses of hand and eye training; I should give a hearty welcome to a system of Slöjd if it could be brought into every school in my district.

Mr. Carrington Ley:—

"At Snodland, the Misses Hook, with their usual constant liberality, have provided a technical school in connexion with the flourishing British School of that place. This has been but lately opened, but from all accounts it appears likely to be a distinct success."

Mr. Alington:—

"Mr. Diggons, of King Charles's School, Tunbridge Wells, who some years since started a class for manual work, reports that the parents of his pupils are highly pleased with the manual instruction, and that the pupils appreciate the lessons. The course of instruction has been arranged to teach the principles of work in wood. 'I have 'myself,' he says, 'found a knowledge of carpentry of great use in connexion with 'solid geometry, some boys making capital models of the elevations and sections 'required.' I am glad to be able to report that classes are being formed in connexion with the Technical Institute and the Handicraft Guild for elementary schools in Tunbridge Wells, at which the boys from other schools may attend."

"There can be no doubt of the value of the power of impressing mind upon matter, which may be developed at these classes, or of the encouragement given by this instruction to healthy habits of self-occupation."

I have the honour to be, &c.

T. W. Danby.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1893, *by* W. SCOTT COWARD, ESQ., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* WEST CENTRAL DIVISION OF ENGLAND, *comprising the Counties of* GLOUCESTER, HEREFORD, SALOP, SOMERSET *and* WORCESTER.

MY LORDS,

I HAVE the honour to present to you my general report on the West Central Division, to which I was appointed, and of which I took charge on the 1st January 1892.

Since that date the extent of the division has been increased by the addition to it of the Sherborne district, which has been amalgamated with the Taunton district under Mr. Gordon.

This arrangement has added 129,765 to the population of the division, which now amounts to 1,864,023, and 312 to the number of departments under inspection, which now reaches the considerable total of 2,881.

The Worcester district has also been enlarged by the absorption into it of the Bromsgrove district under one inspector; as has the Cheltenham district by the addition to it of the Gloucester district under Mr. de Sausmarez.

These changes have resulted in the loss of two Inspectors in charge of districts, the third Inspector being replaced by a second Inspector, Mr. Campbell, who replaces Mr. Balmer in the enlarged Cheltenham district. Two Sub-Inspectors supply the blanks made by the removal of Mr. Graves and Mr. Brodie.

The policy of enlarged districts, worked by one Inspector with a staff of Sub-Inspectors and assistants, proportioned to the extent of the population, has so far worked with fair success; and certainly the results attending it cannot be said to indicate any need to revert from it back to the older and more costly plan of small single districts. On the contrary, the indications are for the most part in an opposite direction, and are suggestive rather of its extension.

I may be permitted to quote in this connection the opinion of my colleague Mr. Colvill (with which I very largely sympathise), who, to enable the Inspector to act more freely and widely in the work of supervising with efficacy his whole district, would extend still further the policy of enlarged districts. I give in his own words his proposal:—

"A district such as mine should be somewhat enlarged. It should then be divided into two sub-districts, at the head-quarters of each of which there should be a Sub-Inspector and an assistant. For all the routine work of his sub-district the Sub-Inspector would be practically independent. He would fix dates of examinations, send out requisite notices, hold pupil-teachers' examinations, &c., &c. He should write and sign the annual Report. After the examination of every school he should forward the forms complete to the Inspector for his information. All schools in which the Sub-Inspector's report disclosed any difficulty or any weakness should then be visited for inspection by Her Majesty's Inspector. Thoroughly satisfactory schools Her Majesty's Inspector might visit in alternate years. After such visits the forms received from the Sub-Inspector would be forwarded to the Department with the Inspector's counter-signature and any further remarks that he might deem necessary. All references as to school supply, &c., would continue to come to the Inspector; how far references on annual grant might go to the Sub-Inspector—for reference by him if necessary to Her Majesty's Inspector—is perhaps a matter for fuller consideration. The Sub-Inspector should have the direction of the movements of his assistant within his sub-district, subject possibly to previous consultation from time to time with Her Majesty's Inspector."

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Besides the great gain of utilising the Inspector to the best advantage (which cannot be done now, when he has to devote so much of his time to the merest mechanical drudgery of opening, folding, and addressing letters, arranging papers, &c.), Mr. Colvill enumerates other important gains, *e.g.*, the securing to most schools, and to all unsuccessful schools, a second visit from Her Majesty's Inspector for observation, consultation, suggestion, or warning; the increased power of supervision given to the Inspector as regards the work of his subordinates; a great saving of cost in locomotion and salaries. There would result, too, an increased measure of freedom and responsibility to the Sub-Inspector, which Mr. Colvill thinks would act beneficially.

Without committing myself to its wholesale adoption, I still largely agree with it, and think it well worth consideration. The constant contact of the head of a district with its managers and teachers, and his frequent presence among them, must tend to promote and maintain an influence of a highly beneficial character, but which under our present organisation can be but partial and imperfect. Mr. Colvill concludes his remarks with this observation:—

> "I have been nearly 19 years in a rural district, and take a deep interest in its schools, and I have never found that a day spent in conference with managers or teachers was either unwelcome or unfruitful."

Small number of Inspectors in division.

The division, owing to the changes above mentioned, now numbers only six Inspectors, including the Chief Inspector, and is therefore the smallest division in that respect. This attenuated condition does not tend to promote vigour and energy, and the divisional conferences lose much of their value in consequence of the smallness of the numbers attending them.

Increase desirable.

Method of effecting it.

It would, I venture to think, be beneficial if some levelling up in our case were adopted, and if our numbers were to be recruited by adding to the division two other districts; and as Wiltshire's geographical point is in the west centre of England, the two districts into which it is divided for educational purposes would seem to belong naturally to the division which embraces the western centre of the country.

For the Chief Inspector as well as for the District Inspector concerned the arrangement would be convenient in every way.

Statistics of inspection.

During the year ended 30th September 1893 there were inspected 2,881 separate departments, of which 1,937 were for elder children, and 944 for infants.

Average attendance.

In these 2,881 departments there was an annual average attendance of 225,532 scholars. Assuming that this number represents 80 per cent. of the children of school age (which is, I think, a safe estimate), there remain 20 per cent. to be accounted for, or 56,383.

Some absenteeism is inevitable. Sickness, weather, distance, harvesting, and other minor and excusable causes, will ever be dragging in the line of resistance against regularity of attendance. And if those causes were alone in operation the magnitude of the number would be less than it is, and the resultant evils of less gravity.

But there is the absenteeism which is wider in extent and more deplorable, because it is avoidable, and ought to be avoided. The inertia of parents, or their opposition, the feeble execution of the byelaws of the local authorities, the reluctance of the magistrates to convict, the absence of effort by the schools to improve attendance—these are the causes which lie at the root, and from which springs the evil that there are still many thousands of children who are growing up ignorant and uneducated, and unfit to take part efficiently in the national life of the country.

It would not be difficult to demonstrate the truth of this by citing examples, were there space within the limits of this report.

One of the evil results of this state of things is that the law loses its moral force and dignity. A law that is ignored cannot long maintain its moral strength, and a law that is broken by the lawgiver himself must soon fall into contempt. It is not as rare as might be supposed to find the local authorities overtly disregarding their own byelaws, and issuing certificates of exemption to children not qualified to hold them.

This is what has constantly been done by one of the largest school boards in my own district, to the great detriment of regular attendance within the limits of its jurisdiction.

That this condition of things will last for ever, still less become worse, I do not believe. I am a believer in progress; and as men's minds change by the action of fresh ideas upon them, so will their attitude towards this matter of education alter for the better. But during the slow process of this change the individual unit suffers irretrievably. It is to prevent this waste that I would gladly welcome some addition to the instruments with which the resources of civilization provide us to make our educational organization as effective as possible.

I have often indicated in former reports what I considered to be the necessary steps to attain that end. I will venture to reiterate them in a few words.

First and foremost, the action of the local authority should be better organised and directed. Very few of these bodies have taken any well-arranged measures to bring every child within the walls of the school-room, or to keep them in regular attendance after admission. They often employ too few officers to enforce their rules, and leave them to act with very imperfect and indefinite instructions. The local authorities need to be fully instructed themselves in the nature of their duties, and to be subjected to a pressure sufficient to ensure their fulfilment. In the rare instances in which they act with intelligence and vigour, the results are satisfactory, the schools are well attended, and their efficiency strengthened, since regular scholars are, as a rule, well taught ones.

In a School Board district in the suburbs of Birmingham under Mr. Barrington Ward's supervision, which I visited in 1892, the attendance was phenomenal. It reached 98 per cent., and this was due chiefly to the care with which the plans of the board were formed, and the vigour and vigilance with which its officers carry out its regulations. The schools themselves do less than they might to promote good attendance, though in this respect I must confess that a good deal is done of a valuable nature. In a school in which the teacher manifests an eager interest in the attendance of the scholars, by acting upon the parents of irregular children, and by devising methods to attract them, the result is of the happiest kind, namely, the regularity produced by persuasion and attraction rather than by compulsion.

One of the best attended schools I ever saw is in Gloucester; and the secret lay, so the master told me, not in the strength of the Board's action, but in the means he adopted to fill his school. No absentee was left unnoted. His parents were immediately informed of his absence, asked to explain it, and urged to consider the injury to the child's progress.

In some schools little distinctions and privileges influence the children and draw them powerfully. In a large board school I was informed lately that the simple device of allowing the most regular children to leave the room before the others for play had a powerful

effect in producing regularity, and the emulation of class with class to be regarded as the most distinguished for regularity was another potent stimulus.

Parents not sufficiently interested.

The parents are not sufficiently brought into connection with the schools and their work to become interested in them. If they were they would be readier than they are to second the efforts to promote their children's welfare. I am afraid that the school as yet has enlisted little of their active sympathy. It is for them a legal creation, a State institution, acting upon them like any other social machinery, to be obeyed, but without love.

Magistracy unwilling to act.

The unwillingness of the magistracy to convict offenders in cases of prosecution under the byelaws has not ceased to be a great obstacle to the successful action of the provisions of the Education Acts.

Nor do I see any symptoms of this evil abating. But, until it does, the prospect of any gain in this direction must remain very distant.

The attendance in the country schools in my district is better than in the towns.

The following statistics would seem to bear out this statement :—

In Bath, Weston-super-Mare, Wells, Frome, Shepton Mallett, Glastonbury, Radstock, Tiverton, with 15,270 on books, the average attendance was 12,093, or 79 per cent., of the number on the registers; while for the Unions of Clutton, Keynsham, Shepton Mallett, Wells, Uxbridge, Frome, Bath, with 11,068 on the books of 47 schools, it was 8,949, or 80·9 per cent., or nearly 2 per cent. more than in the towns.

The explanation of this is not difficult. In the country there are fewer forces acting against the schools than in the towns, where they are more numerous, and where the means of escaping detection are more easily available. In the country, too, there are, as compared with the towns, fewer fields of labour open to children, and children remain longer at school.

Mr. Barrington Ward remarks :—

Mr. Barrington Ward on attendance.

"The regular attendance of children at school is still a *desideratum* very far from accomplishment. Until it has been secured the work of the teacher cannot produce adequate results. Doubtless there are cases of perfect regularity, mainly through the managers' and teachers' personal influence. But these are far outnumbered by cases of habitual abstention for one or more days per week. Irregularity is due, in the first instance, to neglect of parental duty on the part of those who do not know the value of education, or who consider the present value of the child's services as of greater importance than his future. It is due, secondarily, to the apathy and inaction of the authorities which have been constituted by the law for the definite purpose of securing absolutely regular attendance of all ordinary children at efficient schools. The local authorities say that it is useless to prosecute, for the magistrates dismiss in well attested cases of irregularity, or inflict nominal fines at which even a needy parent may laugh. The magistrates, on the other hand, say that the poverty of the parent ought to be first considered, or that children may very well be permitted to stay away occasionally from school. Meanwhile between careless mothers, apathetic authorities, and hostile magistrates, the unfortunate child loses his only birthright, the education provided for him at the vast cost of the State. Great pains have been taken by the Department to promote more regular attendance throughout the land, and I have done my utmost to stimulate our local authorities to energy, but the personal opportunities and heavily burdened time of one official are insufficient for such an onerous task over a wide area, and the results in the Worcester district are not altogether satisfactory. Some of the local authorities, however, have lent a willing ear to the Department's requests, and in a few instances the work has been all along exceedingly well done by boards, committees, and magistrates, without need for any official suggestion or remonstrance. But it is obvious that, until the administration of the Elementary Education Acts is strengthened, these laws will remain in certain localities little more than a dead letter."

Mr. de Sausmarez :—

"On the subject of regularity of attendance I find it difficult to speak with certainty, owing to the difference in the attendance at neighbouring schools where the conditions are almost the same. This confirms the opinion I have already expressed, that managers and teachers can do more to secure a good attendance than any school attendance officer. Still I feel that much more might be done by school boards and school attendance committees to improve the attendance and raise the educational level. In the Tewkesbury Union I regret to say that Standard II. is the standard for partial exemption. In several Unions the half-time standard has been wisely abolished altogether. To fix it at the 2nd Standard is not only fatal to any progress, but renders the teaching the child has already received absolutely useless." Mr. de Sausmarez.

Mr. Elliott reports :—

"Of the attendance generally it is not possible to speak very favourably, although the per-centage of attendance increases slowly and steadily. In some few of the more favoured town schools it is remarkably good, while the Tortworth British School, and the Kingswood (Wotton-under-Edge) Board School afford good examples of what can be done in country districts. In the latter school the per-centage of attendance has risen from 72 in 1891 to 96 at the present time. These results are due to the combined efforts of the master and the school attendance officer, who are well supported by the board. A bronze medal, which is greatly valued, is given to every child who does not miss once during the year, there is in this school one family of five children, not one of whom has missed once in 18 months. Mr. Elliott.

"A large number of children still appear to escape the operation of the Act almost entirely, and, whenever a new school is opened in a low neighbourhood, the advanced age of the children presented in the lowest standards is a sufficient proof of the manner in which they have evaded the Act."

In reviewing the state of the attendance in my own district, and especially in the towns, its largest town—Bath—occupies, I am sorry to say, a low place. It does not exceed 77 per cent. This is not creditable. There is no valid excuse for it. A population of 60,000 can present no insuperable difficulties to an effective execution of the laws and regulations relating to this matter of attendance. There are none of the circumstances of vast poverty-stricken and migratory populations, such as the School Boards of London, Manchester, and Liverpool have to deal with, and deal with successfully. There is little severe poverty in Bath, which its multitude of charitable agencies help to abate and suppress. The people are stationary, and the general condition of things is helpful to the Board. What is wanted is a vigorous, persistent application of well-planned measures of compulsion and persuasion as well as investigation which will secure that every child within the borough shall be brought within the four walls of some school, and kept there, in constant regular attendance, by the unfailing action of the law, and (best of all) by the persuasiveness of attractive teaching and management. Attendance in Bath.

Two other towns only fall below Bath in regularity of attendance. They are Frome and Glastonbury, the former with an average of 74·7, the latter of 72. But in Frome there are but six schools, while in Glastonbury there are two; Bath containing 25 schools in all. The highest attendance reached is in Weston-super-Mare, where the respectable proportion of 87·5 is reached.

For 47 schools in towns the average is 78·6, for an equal number of country schools it is 80·9, or 2 per cent. more. I fail to see any advantage gained in attendance by school boards over school attendance committees. The one instrument displays in this respect no superiority over the other. Attendance compared in town and country schools.

The results of my own observation and inquiry show that no serious lack of accommodation (if any at all) exists in my district, and the reports of my colleagues would seem to prove that throughout the division the same state of things exists. Supply of accommodation.

Accommodation in Bath.

There is in one of the quarters of Bath some need displayed of more accommodation for boys, which the board would do well to investigate. But it is not of a very urgent nature.

In Weston.

In Weston, owing to the rapid growth of the population, a deficit amounting to 250 was discovered to exist last year. The failure of voluntary effort to meet the emergency necessitated the compulsory formation of a school board in November last. It is now actively engaged in procuring sites upon which by the end of this year it is hoped that suitable schools will be built.

Enlargement of buildings.

In several localities existing buildings have been enlarged or new ones built to meet the demands of augmented populations. This has been the case in Brislington, Street, and Weston near Bath. In the first-mentioned village the addition of a very cheerful and sanitary room has increased the efficiency of the infant school. In Street the accommodation has been nearly doubled by the addition of excellent class rooms, and a central hall, and a new infants' school added to the Weston (Bath), St. John's school, satisfies a want that of late had been daily growing more manifest, but is now, I hope, satisfied.

Mr. Barrington Ward reports :—

Mr. Barrington Ward.

"The supply of schools in this district is, in the main, complete, though there are still some deficiencies to be filled up. The growth of population in a few of the suburban regions requires from time to time some new schools, while there has been very great pressure in many instances on the accommodation of infant schools (and the infant rooms of mixed schools) through the operation of the free education system. When the number of school places provided in any parish has appeared to be unduly small, careful inquiry has been made as to the actual number of children resident in the parish and additional accommodation has been acquired if necessary."

Mr. Elliott reports :—

Mr. Elliott.

"Much has been done since the time of my last report towards the provision either of increased or of more efficient accommodation.

"The Bristol School Board has opened the Barleyfields and the Bedminster Bridge schools to take the place of temporary defective buildings and to supply, to some extent, additional places; it has enlarged some of its schools and is taking steps towards providing additional space, which is much needed in general parts of the city.

"The suburbs of Bristol are growing rapidly. The St. George School Board is just completing a higher grade school, is about to build another school of three departments, and has enlarged, or is enlarging, other schools. The accommodation in this district has been for some time, and still is, deficient.

"School boards have been formed in the parishes of Stapleton and Horfield, where a large number of school places are needed.

"School boards have been formed in Wickwar, where a new infants' department is required, and in Pucklechurch, where the closing of the Parkfield Board School creates a deficiency. The Kingswood (Wotton-under-Edge) School Board has opened a good school and has made an excellent beginning.

"A new infants' school has been built in connection with the Dursley National School."

Mr. de Sausmarez says :—

Mr. de Sausmarez.

"With a few exceptions, which I will deal with later on, the school supply for the district is both sufficient and satisfactory. Great efforts have been made during the last two years to improve existing buildings or to provide new ones, and special recognition is due for the activity in this direction shown both by the school board and by managers of voluntary schools in Gloucester, where a new board school is in process of erection, while St. James's, Christ Church, St. Peter's Roman Catholic, Northgate Street Wesleyan, and the Central National Schools have been considerably enlarged.

"The school buildings at Avening, Hardwicke, Quedgeley, Barnwood, Daylingworth, Aston Blank, Ashchurch, and Fairford Endowed, have been much improved. A new school has been built by the Winchcombe Board at Gretton, and plans for

new or enlarged schools at Ebley and Horsley have been submitted to the Department. Additional accommodation for girls and infants, which I regret to say the school board has shown a reluctance to provide is required at Stroud.

"The decrease of population in the rural districts renders it unlikely that any increase of accommodation will be required in the country schools.

"In the case of one small parish—Clapton—it has been necessary to order the formation of a school board.

"I regret to say that Cheltenham suffers from the very fact that some years ago it was, as regards schools, in advance of many other towns.

"Buildings erected 50 years ago, when the main consideration seems to have been to obtain a large space for the instruction of numerous small classes regardless of central supervision and control, and in too many cases of the importance of proper ventilation and lighting, are not adapted to modern requirements. Some of these buildings are British schools, the managers of which, being on prineiple not adverse to a school board, are unwilling to spend money on their improvement; so that the schools may at any time cease to be recognized.

"In some schools where the total accommodation is sufficient for the number on the books, there has been a tendency to crowd an excessive number of children into a small class-room. This danger is lessened now that the enclosure to Circular 321 has called attention to the inadequate size of many of the class-rooms."

Mr. de Sausmarez touches lightly but justly an important note when he alludes to overcrowding. He notices it in its relation to class-rooms only, whereas he might have well commented on its existence as an evil in many of the schools in which the eight square feet limit holds.

Where the annual average reaches that limit the conditions are extremely severe; and I do not hesitate to say that they are, in our large towns specially, injurious to teachers and taught. Much of the effort put forth on both sides is wasted, owing to the excessive friction produced in overcrowded schools, and the results are incommensurate with the effort used.

Character of premises.

Her Majesty's Inspectors have often, and with no uncertain sound, proclaimed the defects in our elementary school buildings—defects which militated against progress in education and the maintenance of a due standard of health. Their warnings were often attended to, and a considerable amelioration of some of the graver deficiencies of the school premises has followed. But there nevertheless remained a large residue of evil untouched. And it was left to the Department to take up the question as a whole, with the view of placing every elementary school in the country on such a sound basis of efficiency as to render it worthy of the confidence of the nation, as a place in which its youth could with safety to health and morality be placed.

The issue of Circular 321 marked the starting point of a new departure in our educational administration; for it collected simultaneously and in fuller detail the facts concerning the form, light, ventilation, furniture, sanitation, and general equipment of each school, and brought together and focussed all the information thus acquired in the Education Department, which weighed it carefully, and then passed judgment upon it.

Few schools indeed were wholly condemned, but few passed scathless through the ordeal; and in the vast majority improvements in greater or less degrees were required to be made in the interests of the children and teachers occupying them. These requirements undoubtedly weighed heavily in many instances; but they were often satisfied promptly, and where prompt action was not possible time was given. The result has been on the whole, in my own district, satisfactory. The indispensable conditions of proper light, adequate ventilation, suitable furniture, sufficient warmth, a due supply of sanitary appliances, &c., &c., are, if not already supplied, in course of being supplied, and before

long there will be very few schools which will not be able to justify their claims to be regarded as fit and suitable places for the instruction of children.

In my own district there are few places in which much of a very serious nature will remain to be done at the end of the current year.

But in the city of Bath the work will prove most costly and most difficult. For bad school buildings abound there. There are now, as I write, three school buildings absolutely condemned, and as many, or more, which are called upon to remedy grave defects of different kinds if they are to continue in recognition as efficient schools.

In Frome the large British School has been practically declared inefficient, and can only redeem its position by the speedy execution of plans of a satisfactory character.

The answers to the enclosure to Circular 321 reveal, *inter alia*, an entire absence of any provision for teaching gymnastics. I was not prepared for such an universal lack of the means of imparting some of the elements of that most important branch of education, physical training. It is much to be deplored from the national as well as the individual point of view; and I earnestly hope that it may be found practicable to introduce it into the curriculum of all our schools without delay. In the rural districts its need is chiefly seen.

Mr. Barrington Ward.

Mr. Barrington Ward reports that in his district, the requirements of the Department have been met with fairly satisfactory promptitude, notwithstanding the difficulties in the way. He says:—

"Yet only in one or two instances, as far as I can remember, have the managers of this district failed to make suitable alterations or reconstructions in the outbuildings of their schools when called upon. Ventilation, however, is still unsatisfactory in not a few schools, the windows (often hermetically sealed by the teachers themselves), the chimney and the doorway forming the only means of admitting pure and expelling contaminated air. The serious consequences of inhaling the carbonic acid of expired air are unfortunately little understood by many school managers and teachers, and I fear that years will elapse before we shall see due provision made for the effective ventilation of every schoolroom.

"Rooms have been recently provided in many old schools for the safe, convenient, and sanitary custody of the children's hats, caps, and overcoats. There are very few instances, indeed, in my district of these articles of apparel being still retained during the school hours on the walls of the teaching rooms, or (still worse) in baskets. The doorways and staircases are still inadequate or imperfectly constructed in many buildings. What serves very well under ordinary conditions might prove terribly dangerous in time of panic or fire, where large numbers of children are concerned, so that it is not too much to insist upon ample and strongly constructed staircases, and sufficient doors with the opening in an outward direction."

Mr. Colvill says:—

Premises. Mr. Colvill.

"Of these 362 schools only a small proportion have passed scathless through the recent inquiry under Art. 321, the most common defects being in the matter of cloak-rooms, class-rooms, and offices. Nearly every school in my district is in process of improvement, and some 21 of the worst have been absolutely condemned.

"I must bear testimony to the frank and friendly spirit in which managers as a body have received the criticisms on their premises, which it has been my duty to make, and to the promptness and energy with which as a rule they have set themselves to the often expensive task of remedying defects. In one or two instances only—which it would be premature to specify—does it appear probable that voluntary effort will be unable to remedy such of the defects reported as my Lords have drawn attention to."

Mr. Colvill, in addition to the above extract from his report, suggests that "the enclosure to Circular 321" sent up last year ought to be in the hands of Her Majesty's Inspector at his next visit to every school,

so that omissions in it or inadequate attempts at improvement may be noticed and remedied at once. I consider his suggestion of much practical value.

Mr. Elliott says :—

Mr. Elliott.

"Much has been done since the issue of Circular 321 in the direction of improvement. With the structural condition of a fair proportion of the country schools of this district I see little ground for dissatisfaction. Light and space are generally available, and a reasonable outlay on improving playgrounds, increasing the number of or enlarging the windows, and providing a better system of warming will generally suffice to make them passable. There are still many cases where the offices are either insufficient or not sanitary, and windows with diamond panes have not yet wholly disappeared. The caretakers' duties are often perfunctorily performed, and fires are not lighted early enough in the morning.

Playgrounds of sufficient size are the exception, and great difficulty is often experienced in the matter of light, and of providing enough offices. Playgrounds are no doubt very desirable, especially for infants' departments, and they may be turned to excellent account, but they frequently are not well utilized, and the proportion of days is large on which the weather renders an uncovered playground unavailable. It is obviously of far greater importance that the interior condition of the school should be perfectly healthy, that the ventilation should be thoroughly good, that overcrowding should be checked, that ample space for physical exercises should be allowed, and that the rooms should be suitably furnished."

Many of the school buildings in the country districts are the property of private individuals, and may be at any moment withdrawn from the use of the public. This possibility alone demonstrates the unsuitability of public schools being held as private property. It surely is not fitting that the one schoolroom of a district should be absolutely private property. It is difficult to insure its maintenance in a becoming state of repair and adornment. The owner thinks he has done enough in granting it, rent free for educational purposes, while the inhabitants of the place are slow to subscribe for the improvement of property held to their use by the single thread of a single and absolute will. In the early days, when as yet public education depended for its inception on individual effort and voluntary action, it was inevitable that there should be private property in schools. But times have changed, and now when it is a legal necessity that everywhere there must be an efficient school, the schoolroom should be in some definite sense public property. Until that is the case we can never make sure of having fully efficient school buildings.

I do not wish to commit my colleagues to a full agreement with me in the opinions I have just expressed; but I believe I am right in saying that to a considerable extent they are shared by most of them.

The action of Circular 321 beneficial to voluntary schools.

Before leaving this subject I would like to say that the improvement which Circular 321 has brought, and is bringing about in the fabrics and equipment of the voluntary schools of the country will have the effect of placing them in a better and safer position than they have ever before occupied within my memory; and that if the religious denominations will but rise up to the occasion and display sufficient sincerity and energy by acts they will be able to maintain their schools in unimpaired freedom. Their structural shortcomings were a source of weakness and danger, which, had they remained unremedied, would have ended in their wholesale extinction. But with the fee grant on one side and improved organisation on the other, they occupy now a strong vantage ground from which, if they fulfil their obligations to the nation at large by maintaining a high standard of education, it will be a difficult task to dislodge them. But it must be a high standard, a standard well abreast of all those modern requirements which the circumstances of the country and age indicate as necessary in every scheme of national education. The old order of things in our

public elementary schools is rapidly and happily passing away, and the new order of higher aims, greater breadth, and a more practical adjustment of the course of study to the needs of the country is taking its place. Where it is welcomed and embraced there will be the safety of a renewed and strengthened life.

Instruction shows advance.

To turn now to the instruction given in the schools. Has it advanced in intelligence, retaining at the same time accuracy and style? My own experience enables me to answer this question on the whole in the affirmative, and the reports of my colleagues bear me out in my opinion. I do not mean to assert that any great amount of progress can be marked. There have been no sufficient changes in the old chain of causes to produce such an effect. Those causes still remain operating, too much, alas! on the same old lines, modified, indeed, here and there in a better direction, but still the same.

The advance that has taken place cannot yet be measured fully by results visible in the work of the scholars; it is to be seen rather in the newer methods of teaching slowly, but I believe surely, finding a home in the schools of the country. These methods have for their aim not the preparation of the child to pass a successful examination as the "end all" of his training, but to furnish him with well established habits of mind, through the instrumentality of rational methods of imparting knowledge, to fit him to take his place with confidence and efficiency in the struggle for existence in the crowded ranks of a complex society, and to place within his reach the means of making his life a dignified and, as far as may be, a happy one.

Observation and reflection, and not mere memory, are being cultivated; and accuracy takes its proper place as one of the factors, not the sole, or even the chief one, in a sound scheme of education.

Facts are (slowly, it is true) being used not to be stored in the memory merely, but to become by skilful treatment the basis of principles and logical mental activity; and more care is taken to make the children articulate, by making the teaching and examination more largely oral than it was not so long ago.

The discipline of the school, once measured by the narrow rule of outward deportment within its walls, is seen to have a wider significance, and the interior life is sought to be influenced by disciplinary treatment as the source and mainspring of the exterior conduct.

Object lessons are growing in importance, and physical exercises and singing from notes are not neglected.

These features are, I repeat, not yet common by any means in our schools. They are creeping in, not running in, and I shall not, I think, lay myself open to the charge of inconsistency by the adverse criticisms which will be found further on in this report.

It is chiefly in the towns, which are neither numerous nor large in this division, that the progress I have been noting is to be found, and it is by no means universal in them. The bulk of the schools consists of small rural ones. They are, for the most part, or to a very large extent, in the hands of teachers, many of whom are untrained or old, and whose isolation cuts them off from sufficient contact with the outer world of their profession. It is not from teachers of this class that we can expect much educational progress. They deserve all honour and praise for the fidelity and earnestness with which they discharge their duties; and it would be as unjust to deny that much good results from their efforts as it would be unfair to expect them to rise to a plane of teaching which can only be reached by careful and skilful preparation.

Our rural population suffers grievously, and their low intellectual status is the outcome of the stinted finance of the small country schools, of which the funds are insufficient to attract good teachers, or to maintain a staff large enough to grapple successfully with the seven standards of the Code and an infants' class.

The action of Articles 104 and 105 has been to a large extent fruitless in remedying the evils which they were specially introduced into the Code to abolish.

The scarcity of teachers, caused mainly by the low salaries that the means of the managers enable them to offer, adds another difficulty to hinder the prosperity of the rural schools, since it drives managers in their extremity to the alternative of receiving anyone who offers for the post.

I pass on now to a brief review of the instruction in detail.

Reading.

The reading in my own district, as in the districts of my colleagues, seems to be the least satisfactory subject. Certainly in my own it is, with several bright exceptions, very bad, whether regarded from the oral, or more purely intelligent point of view. It is not distinct nor expressive. The children have never been taught in the early stages of learning to read how to open their mouths properly, nor to shape their lips so as to give out with clearness the full values of the different letter sounds, nor to syllabify distinctly. These processes lie at the root of clear distinct utterance, and in the schools of Belgium so important are they considered that in the infant schools much time is spent upon perfecting them. And the result justifies the means taken. For a habit is created which lasts, and is the basis on which the vocal reading is built up afterwards. Expression, too, is rarely found, but only because no steps are taken to produce it. The children rarely hear good reading; pattern reading is rarely used, and the simultaneous teaching of this subject largely destroys all the light and shade, and proper cadence and modulation of voice. It is not possible for the reading to be good under such conditions of teaching.

As regards intelligence, by which I mean the knowledge of the meaning of the matter read, there is much diversity of result, with, however, the balance on the wrong side. Of course this comes from bad teaching, from the limited view that reading is a vocal exercise only, or chiefly from neglect in the earlier stages of school life to develop the habit of getting at the heart of the matter read. Whatever the cause, it is clear that the effect is to leave the scholar devoid of any taste for reading and of any pleasure in books. For how can any one derive satisfaction from a thing which conveys no meaning to his mind. The use of unseen books in the upper standards is, I hope, beginning to create more thoughtful methods of teaching the children to read intelligently.

Where the teaching is sound, there the reading is characterised by intelligence; and there are, I am glad to say, many schools in the Bath district and elsewhere in which the children are taught to use their reading books as a means of acquiring knowledge, as well as to read them with some taste and facility.

Mr. Barrington Ward.

Mr. Barrington Ward notes that reading is seldom well taught to juniors, expressive and intelligent reading being in his district very rare indeed in the two lowest standards, in which the reading books are committed to memory by the process of simultaneous declamation, with the inevitable result of monotony. He thinks that the reading in the lower classes will never improve so long as it is left to the most inexperienced pupil-teachers, and even monitors, to teach it. In the higher standards he says that the results are better, though not what they

should be as regards intelligence; and as evidence of this deficient intelligence, cites the complete ignorance of the contents of the historical books so frequently met with in schools, in which they have been read over and over again during the year. He remarks upon the good effect of testing the reading by previously unseen books, and adds that the introduction of school newspapers and journals and the institution of a well-used school library, has had a marked and beneficent effect upon the children's reading and general intelligence.

Mr. Colvill reports:—

Mr. Colvill. "Reading is still the most unsatisfactory subject from an educational point of view."

Mr. de Sausmarez says:—

Mr. de Sausmarez. "Reading has improved during the last two years, owing in some measure to the adoption in the upper standards of previously unseen reading books for examination purposes, but also to the growing practice of home reading. Answering on the meanings of words and the allusions in the passages read is more general and more intelligent.

Recitation. Recitation as regards elocution and in a less degree intelligence is generally creditably said, and it is, as far as it goes, a good training of the memory and understanding. It would be a better training still of the latter, and of the taste as well, if the selection of the passages were made with greater discretion. The teachers seize upon pieces in the reading books, or those contained in the numerous recitation cards that fly about the country, with too often little regard to their intrinsic merit and suitability to the ages and classification of their scholars; and they depend for explanations on the marginal annotations on the cards, which are frequently very bad.

Again, a few hackneyed poems of Wordsworth, Longfellow, Mrs. Hemans, and others circle round with the years, and get to be so well known that all the stimulus of novelty and freshness disappears. This I feel to be very regrettable, as valuable opportunities are thus lost. There are admirable books of selections of poetry suitable for youth, to be had at moderate prices, from which it would be easy to choose good pieces year by year. The managers take but little interest in this matter; but they might be of great use in aiding and advising the teachers in drawing up a suitable list of recitations for the approval of Her Majesty's Inspector.

Shakespeare is not unfrequently chosen as one of the standard authors in country schools and others in which the higher standards are filled with very young children. My experience of the results in such schools is not encouraging; and I venture to say that more profit would follow this branch of teaching if simpler poems were selected than Shakespeare's dramas. Children of 11 and 12 years of age are not of sufficient mental development to understand, much less appreciate, the highly wrought dramatic poetry of Shakespeare. Lyric poetry is far more suitable for them.

Writing. Writing as regards caligraphy is of very varying quality. In the well-equipped schools, in which the staff is large enough to ensure proper supervision and systematic instruction, and in which the appliances of steady and well-sloped desks are present, the penmanship is, as a rule, good. In the small schools in which there is no special instruction, because there is no adequate staff, and where the children in fact teach themselves writing, the results are very poor, and this may be said to be the case in most of small rural schools. It is certainly so in the Bath district, and is much to be regretted. Good handwriting is a valuable accomplishment, and is not acquired without considerable

training of eye and hand in accuracy, and finish. Our young rustics leave school for the most part devoid of what may, in a minor degree, be called a find art.

I find no falling off in spelling, which though still taught in a manner generally barren of any intelligent result, maintains a satisfactory standard of accuracy. It is not, indeed, of that phenomenal accuracy, which was striven after when it was an important factor in the merit grant problem. But quite sufficiently so for all solid educational purposes. I have no desire whatever to string its perfection up to high concert pitch of former times. Spelling.

Mr. Barrington Ward says of spelling and writing :—

"Spelling has certainly improved, and even in the 4th Standard, which always receives an 'unseen' passage for dictation, the errors seem to be much fewer than formerly. This is a gratifying sign of progress, which deserves notice. Mr. Barrington Ward.

"Handwriting is commonly neat and regular, and increased care is shown in the imitation of headlines in copy-books. Many teachers, however, now discard printed headlines, and rely upon copies written by themselves on the blackboard. Where the teacher himself is a good writer this plan often answers very well.

Mr. de Sausmarez remarks on the same subjects :—

"In town schools where black-board teaching is general, and copy-books are merely used for supplementary practice, this subject has made great progress, especially in those schools in which the upright or Civil Service style has been adopted. In small country schools under a single teacher where the writing is necessarily almost exclusively confined to copy-books, the subject is backward. Mr. de Sausmarez. Writing.

"Spelling has certainly improved, nor are the mistakes most commonly made due to ignorance so much as to carelessness in failing to distinguish between easy words of the same or similar sound." Spelling.

Composition so largely depends for its excellence upon the possession of a fairly full vocabulary, a fair stock of knowledge stored up in the mind, the harvest of both observation and reading, that where these conditions are absent it is hardly possible to judge its value satisfactorily. And as the children in the great bulk of the primary schools do not possess either, except to a very limited extent, their efforts in composition are of course more or less poor. But making allowance for circumstances, I think it may be said that in the large town schools and in some of the stronger rural schools the subject is taught with respectable success. What is satisfactory is to notice that it is now more often taught upon definitely systematic lines than formerly, that the elements of punctuation are grasped, and that the exercises frequently display some logical sequence of thought, and tolerable clearness of expression. Composition.

I cannot help feeling that it might with advantage be required in a very simple form in Standard IV. as an alternative to the dictation exercise, which is in reality only a test of spelling. The practice of it should be strongly encouraged throughout the whole school.

As regards mechanical accuracy there can be no doubt that arithmetic is in a satisfactory state of efficiency. Arithmetic.

The principles underlying its rules are also better known than formerly. This is shown by the increased proportion of problems solved correctly, and by the greater readiness and facility displayed in the examination in mental arithmetic. It is satisfactory to find that the view of mental arithmetic which makes its excellence to consist chiefly in the rapid computation of bewilderingly large quantities, and in the application of mechanical formulæ to the solution of examples in the concrete has given

way to a more rational method, by which the solution of a question is followed by the explanation of the process.

Mr. Colvill. Mr. Colvill says of this subject:—

"Arithmetic has improved, notably in the matter of problem working; but the time and the thought given to mental arithmetic is still disproportionately small. In the lower standards especially far too much time is given to working examples."

Mr. Barrington Ward. Mr. Barrington Ward says:—

"The recent introduction of 'tots' (or rapidly worked sums in addition) has given a great stimulus to quick and accurate work in the arithmetic of the upper standards. Mental arithmetic, though improving, is still very imperfectly understood in most schools, and notably in the case of children taught by mistresses. It is a subject which demands a good deal of personal skill on the part of the teacher, and a systematic use of intelligent processes which have to be carefully instilled day by day throughout the year. Hence mental arithmetic rarely secures the time and attention which are so essential for its successful instruction. I am afraid that this art is neglected in a good many schools. The tables are learnt carefully everywhere, for they can be committed to memory even by a stupid child, without much trouble to the teacher. But legitimate 'short cuts' in figures, such as involve no paper work and are of universal application in the daily practice of adult life, are understood by few indeed of the scholars, even in our best schools. We have also succeeded at last in abolishing counting by fingers and strokes in the infant schools and 1st Standard, but systematic daily instruction has yet to be ensured in the art of manipulating short numbers by easy mental operations, so that the elder scholars, on leaving school, may have acquired that facility in dealing rapidly with figures which is so essential for the market, the shop, and the home.

"The great majority of children examined in standards now work two or three out of the four allotted sums correctly, but the problem is seldom rightly treated, and a glance at the calculations on the margin of the paper too often shows bad and clumsy methods. In schools, however, where arithmetic is sensibly taught (and of these we have not a few) papers without error, and free from needless marginal reckoning, are numerous, much to the teachers' credit."

Mr. de Sausmarez says:—

Mr. de Sausmarez. "Although the mechanical work of the four lower standards is generally accurately done, it is doubtful whether this subject is really more satisfactorily taught than it was when more was required. The problems indeed are more generally worked, and more attention is paid to the principles of arithmetic. Further practice, however, in easy mental exercises is still needed, and these should be supplemented by more frequent use of the blackboard in illustration of the methods of working problems."

Class subjects. The class subjects chiefly taken up are, as of old, English or grammar, and geography. History is more frequently presented in place of grammar. I cannot say that in my own district there is any widespread high degree of success attained in them. They are, in most cases, very mechanically taught, and as instruments of mental culture, they are not very fruitful of results of much intellectual worth.

The mental discipline of learning analysis and parsing is doubtless most valuable, and I am conscious that, besides arithmetic, it is the only training in any definitely scientific method of reasoning that the children of the primary schools are trained in. But the teaching they get in grammar is often so mechanical and dead that the result of the effort is comparatively worthless.

In many schools in which it is taken the teachers possess no knowledge of its principles, blunder, and mislead the scholars. It is surely the better plan to leave them free to teach subjects that they know and take some real interest in.

Geography retains its place as one of the favourite subjects, and is sometimes taught with considerable success and benefit to the children.

When the logical connection of its facts with physiography forms the motive of the teachers' lessons, then it is that the children become interested and profit by their instruction.

But, alas! strings of names and disjointed facts are still too often the only stock-in-trade of many of the teachers of geography whom we meet in the schools. Their lessons only leave the dry bones of barren words and sterile facts in the mind. The map-drawing done as a rule is not of very much value. It does not seem to be taught except in a very perfunctory manner. I should doubt whether any definite instruction in the art of drawing a map forms any part of the lesson which the time-table sets forth as devoted to it. Occasionally I meet with admirable specimens of maps.

History. History is now more frequently taught as a class subject. Historical books are read in the majority of the schools, but the extraordinary ignorance of some of the simplest facts of history contained in the readers, supposed to have been carefully conned during a whole year, convinces me that we can expect little historical knowledge from that source, and that resort must be had to the special preparation of the children in certain definitely prescribed periods if any results are to be expected. And certainly, when thus taken, some knowledge is displayed of historical facts. But I am afraid those facts are of very limited ranges, and are too much of the skeleton kind to kindle much interest in history, or any warm glow of feeling for the past of our country. Dates of the accession of the sovereigns, of their battles, their marriages, their children, and their deaths, with here and there a fact thrown in by the way, constitute as yet the staple teaching of history. The stories from English history which ought to be so stimulating, end, I fear, in the dull recitals of threadbare facts. What is wanted is a method of real teaching, at once graphic, vivid, pictorial, which can appeal to the child's imagination, and thus rouse his interest. History is of such comparatively late introduction into our schools, that the older teachers have forgotten the little of it they acquired at college, and lost the faculty of teaching it. That, however, is no reason for abandoning it. As it spreads, so will the power of teaching it improve. It is a subject of the highest importance, and should be encouraged in every school.

The general intelligence of the girls' schools suffers from the almost universal practice in them of taking up needlework as a class subject rather than geography or history, which require more mental effort to get up than needlework.

Mr. Colvill says:—

Mr. Colvill. Class subjects. "Grammar is gradually losing its artificial pre-eminence. In many schools the subject was so badly taught that I welcomed the substitution of history or geography. In history, I have endeavoured to secure more attention to modern history in the 1st class, while giving a more general view of early and mediæval history in Standards I., II., and III. In geography, the upper standards are generally grouped in my schools of necessity, and I have encouraged teachers to make the British Empire the main feature of instruction in that group. If the work of the different standards is taken by the group in successive years I find that the new knowledge of one year drives out the old knowledge of its predecessor."

Mr. Barrington Ward:—

Mr. Barrington Ward. "Notwithstanding the liberty of choice now accorded to the teacher, the great majority of the schools in my district still take up class subjects on the old lines. English grammar is still the favourite with most mistresses, coupled sometimes with needlework, but more generally with geography. The boys' usual subjects are

English and geography. Elementary science is practically unknown as a class subject in the Worcester district, certainly not from any official discouragement, but rather because most of the teachers have not studied science or have no collections to illustrate it. The schools in which parsing and analysis are best known pay special attention to their younger scholars, and do not leave aside the real work of inculcating grammatical details till the child reaches Standard IV. History is gradually working its way into many schools, and with considerable effect on the children's range of knowledge, though one cannot but regret the loss of the useful mental exercise contained in parsing and analysis of sentences when history is taken up in lieu of English. A common (and sensible) combination is that of geography in the three lower standards with history in the upper. Thus the child becomes familiar with names of English places (and their due positions on the map) before he begins to deal with wars or biographies, a necessary prelude to the successful study of historical events. I have been much pleased to find the interest shown by girls as well as boys in their geographical lessons, but indeed the intelligence and information of the children of both sexes are so largely augmented by bright and sensible instruction in the foundations of geography that, rightly treated, it becomes almost a fascinating study to most children. I am glad to say that few teachers now confine their geographical work to mere lists of names and strings of formal definitions. Instead of this we find the use of good maps (with and without names), in almost every school, coupled often with pictures, diagrams, and models of recent and improved design, and, what is still better, these helps to study are in daily and systematic use as adjuncts to the lessons contained in the reading-book."

Mr. de Sausmarez :—

Mr. de Sausmarez.

"The educational value of the respective class subjects must always depend upon the personal bias of the teacher, and his special capacity for teaching one or other of them. Where a single class subject has for some time been taken, English—possibly from dread of the unknown—still keeps the formost place. In this subject I think it would be an advantage if, in addition to prefixes and affixes, some knowledge of the meaning of a few of the more common roots were required.

"Where a class subject is taken for the first time, geography and history are coming into favour; the former seems to me more practically useful, the latter more interesting than grammar, though to teach history properly the teacher requires special capacity for illustrating his subject so as to excite the imagination and sustain the interest of his class. Children naturally have little notion of the lapse of time. To them the period of the Queen of Sheba and that of Queen Elizabeth are equally remote. Each of these has been suggested by a class in turn as the present reigning Sovereign.

"The combined scheme of history and geography will, I hope, be more generally adopted, as being both interesting and useful. Agriculture has been taken in a few schools, but the results seem to suggest that it is not a subject which can be taught theoretically."

Needlework.

Needlework seems to be generally well taught. The specimens worked on the day of inspection under observation bear the scrutiny of criticism with sufficient credit to warrant the payment of the higher grant to the schools which present it as a class subject or of the grant under Art. 101 (*c*). The exercises in cutting out are, as a rule, performed with a business-like ease and familiarity which may be taken as, *pro tanto*, satisfactory evidence of efficient training. But I should much prefer the official judgment upon its merits to be pronounced by experts. Of the niceties of cutting out, fitting, and sewing, men cannot be regarded as competent critics.

In schools in which needlework is taken up under Art. 101 (*c*) the results are, as a rule, as good as in those in which it is raised to the dignity of a class subject. In the latter case, while the needlework gains very little indeed in quality, other subjects of higher intellectual value are shut out from the girls.

I should like to call attention to the fact that the preparation for the examination in needlework is limited to drilling the girls in those

exercises only which are prescribed as the tests to be performed before the Inspector. The instruction, therefore, can only be of a very narrow character.

Cookery. Cookery in my own district is unknown, except in Bath, where the provision for teaching it is unsatisfactory, the room being unsuitable, and sanctioned only temporarily, pending the establishment of a cooking centre by the county council. It is restricted to the girls attending the board schools of the city, at least as far as I know. I am not aware of the existence of cookery instruction in any other part of Somerset in the day schools; though the action of the county council is energetic in spreading it by means of its own agencies.

In Worcester there is a cookery centre, and Mr. de Sausmarez says that "classes in connexion with the Gloucestershire School of Cookery "have been held in all the larger towns, as well as in many small "villages." In Bristol the school board has established and maintains well-conducted and efficient cookery schools.

Specific subjects. Specific subjects are so rare in my own district and in the division at large that they can be said hardly to exist at all. This is by no means to be regretted. For the provision for instruction in class subjects covers the ground sufficiently, and specifics when taught are seldom taught well, and as they are rarely carried on upwards through all the different stages the instruction given is wasted. Half the scholars who in Standard IV. are taught algebra leave school before they reach Standard V., and of them half again never reach Standard VI. Algebra is the favourite subject, mainly because it is more easily taught and earns the grant with more facility than any other.

Singing. A large proportion of the schools in the division receive no better training in music than the practice in singing by ear the six songs prescribed by the Code. This affords no real training of the voice or ear, and the singing is for the most part harsh, tasteless, and, in short, wholly devoid of any pretensions to be regarded as music at all. Out of 1,937 senior departments, 1,007 earned the lower grant for ear singing, and four lost it, while less than half were paid at the higher rate.

The teachers do not understand notes; having never learned them or having forgotten them.

In the infant schools the state of things is somewhat better, since out of 944 departments only three failed altogether. Yet 440 obtained only the lower grant of 6*d.* and it is remarkable that the teachers of 443 departments were unequal to the task of preparing children to satisfy the very moderate tests required in the first division. But many of these departments are taught by mistresses under Art. 68.

I see no reason why note singing should not now be exacted in every school up to the third division at least. It is a most humanising and elevating accomplishment, which ought to find a place in every school.

Physical exercises. In almost all the infant schools proper, in many of the infant classes, and in some of the senior schools, physical exercises are practised to some extent. They vary in their range very much. In some schools they consist of movements evidently based upon physiological principles, and are enlivened and directed by some musical accompaniment, and are much enjoyed. This is the case in girls' schools, and chiefly in infant schools. In a few boys' schools military drill is taught, which is good as far as it goes, but there is much room for improvement and development in this direction. A well organised system of physical instruction is needed, calculated to help in the development of vigorous and healthy frames, of easy if not elegant movements of body, and to

aid, as far as instruction of this kind can effect such a result, in the moral and mental development of the children.

In the inquiries made, Circular 321, there was not one school in my district in which I was able to report the provision of any sort of gymnastic appliance. This surely ought to be remedied; and every school should be required to provide something in the way of gymnastic apparatus, and also instruction for the scholars in their use.

Infant schools. In speaking of the instruction of infants a distinction should be made between infant departments proper and infant classes, as they necessarily differ very greatly in efficiency. In the former, and especially in the towns, the discipline and methods of instruction very fairly satisfy the modern requirements of infant instruction. The children are managed with tact and kindness; their lessons are well varied, occupations and object lessons alternating with the elementary subjects, interesting and enlivening the children. Their senses are trained, doubtless still with some clumsiness, by being brought into contact with natural objects; and a certain amount of manual dexterity and visual accuracy, as well as reflection and judgment, are sought to be developed in them by means of mat-weaving, straw-plaiting, paper-folding, embroidery, drawing, stick-laying, and building with cubes. Games are sometimes found in the curriculum of the school, and have their own value. The easy and natural adaptation of this method of teaching to the elementary subjects places in the hands of intelligent teachers a valuable instrument with which to make arithmetic and writing more interesting and intelligible, and even to advance reading. And in those schools in which the kindergarten methods are strongest, there I find the most intelligent results in the elementary subjects. Then the brightness and happiness that characterise the children are remarkable. The regret arises that all this is lost in the senior department; the bright elasticity of mind disappears in the dull atmosphere of Standards I. and II., and the mechanical, monotonous routine of the work in these classes kills the interest and pleasure in learning which the methods of the infant school produced and cherished.

Infant classes. But this cheering picture is not seen in the infant classes; nor can it be, except under very exceptional circumstances, for their teachers are for the most part either young women employed under Article 68, or monitors; and neither class of teacher possesses the necessary skill. Indeed, in the smaller schools in the country in which these classes do not exceed an average attendance of 10 or 12, there is often no special teacher. The consequence is that the instruction given is extremely limited. Its methods are unskilful, and its results rough and unintelligent. No habits of discipline beyond learning to sit still, or of intelligent observation are produced; and the instruction ends in the imperfect acquirement of a little bad reading, ill-taught writing, and rule-of-thumb arithmetic. A few object lessons are included in the scheme, in which the camel, the elephant, the cow, and the alligator are the central figures; but they are quite barren, as are, too, the occupations. This is no exaggeration. There are many hundreds of little children taught in this manner, whose progress in the upper schools is sadly hindered by the defective condition in which they leave the infant classes; and the whole character of the instruction in the rural schools is depressed by it.

It is difficult to suggest the remedy.

It seems to me that not nearly as much use is made of Articles 104, 105, as could be made in this direction. Thus I would never pay the claim under 104, whatever the size of the school, unless there were

employed in it a person approved by the inspector to assist the teacher, nor unless the instruction were reasonably intelligent throughout However small a school may be, if it contains several standards and an infant class, it cannot be properly taught and managed by one teacher.

Grouping of small schools under one efficient teacher desirable.

I am not without hope that some plan may be organized by which groups of adjacent schools with an average attendance of, say, 30 and under may be placed under the supervision of an efficient teacher, who would pass from school to school, spending in each sufficient time to establish and maintain correct methods of teaching and good habits of discipline. Such a plan would leave room for more flexibility than now exists in providing teachers for small country schools and open up a more promising future for them.

Mr. de Sausmarez alone of my colleagues makes a special reference to infant schools in his report. He says :—

Mr. de Sausmarez on infant instruction.

"The instruction of the infants continues to be in my opinion the most satisfactory feature in the schools of the district. More, however, should be attempted in the way of amusement if not of instruction with the very young children who now form so important an element in an infants' school.

"I do not think that infants' schools should be eligible for the highest grant unless a class-room is provided for the accommodation of children under five, whose instruction cannot be carried on in the same room as that of the older infants without detriment to both. Still less should an infants' school receive the highest grant when the number in average attendance closely approximates to the maximum number which the school can accommodate, as this necessarily implies that during the hottest months, when the attendance of the infants is always largest, the school is considerably overcrowded."

Classification.

The keynote of the Code of 1890 was freedom of classification. Many of us were more than dubious as to the wisdom of the bold departure then made. It was feared that the privilege would be abused in the interest of teacher and school, and that the child for whose good it was mainly accorded would suffer. After three years' experience it must be admitted that there was no good ground for fear, and that on the whole it has worked well and has been a gain to both teachers and scholars. There have been occasionally instances of indiscretion in its use. This was inevitable. And there have been cases of its unfair and even corrupt application. These, too, were certain to occur; but they have been so far, at any rate in my personal experience, extremely rare, and the bulk of the teachers have been, I am glad to say, both fair and sensible in using the liberty accorded them in classifying their scholars. They might, in many instances that have come under my notice, have used it more liberally with perfect propriety. It sometimes happens that children are allowed to be taught in a class for nearly a year and then they are suddenly degraded to a lower place. This is at least suspicious, and is unjustifiable, whatever the motive may be. A teacher ought to know enough of a child's capacity to be able to judge of his fitness or unfitness for promotion; and to allow him for two-thirds of a year to pursue the course of study of a particular class, and then suddenly to discover at the year's end that he must be classed lower, is to close the stable door after the horse has been stolen, and to justify the suspicion that "solicitude for the child," is only a thin veil to disguise solicitude for the teacher's reputation.

Mr. Colvill remarks on this subject :—

Mr. Colvill.

"Freedom of classification has as a rule been fairly used, as far as my experience goes. It is hard, however, to convince some teachers, who always look for the fault in 'the system' and not in themselves, and attribute the disappointing nature of the report to some individual's failure to pass rather than the quality of the general work, that a child should be examined in the standard in which he is taught and should never be 'put down' for examination. My own view is that a school should

be re-classified every quarter; that the fact of a child's happening to pass on inspection day ought to be no more conclusive evidence to the teacher who knows him that he is fit to go up, than the fact of his happening to fail on the same occasion ought to be of his inability to go up; that no child ought to be moved up until the teacher is clear that it will be best for him to go up, but that once up he should stay up; and that it can rarely be necessary, especially in the lower standards, for a child to spend an entire second year in the same standard. To find that a child has been carelessly promoted, has wasted nine months working in a standard for which he is unfit, and has then been disheartened by being sent back to his old standard when the inspection becomes imminent, produces in my mind a far less favourable estimate of the school than an occasional failure on the schedule. In such a case the teacher stands self-convicted not only of an original error of judgment, to say the least, but of not knowing his scholar well enough, or of not caring enough, to find out his error until the greatest injustice has been done and nine months or a year of his scholar's short schooling has been wasted."

Mr. Barrington Ward:—

Mr. Barrington Ward.

"The grading of children in the standards is practically left to the discretion of the teachers under the present Code, and rightly so, for a clever, observant, and industrious teacher can naturally gauge better than any other person the capacity of the individual scholar with whom he is daily brought in contact, and it is unquestionable that all children cannot advance in learning at the same rate. On the whole, this permission works well, though there are still many instances of a child being placed in a class for which he is unfit. Most of the marks denoting failure on the examination schedule would disappear if a little more trouble were taken by those who know the children personally, to give each child his right position in the school. In like manner the class subject examination would be more successful if the grouping were always discreet and timely. It is foolish to promote irregular scholars, and equally foolish to keep back bright intelligent little people whose progress in learning is both rapid and easy. The parents, as far as I can ascertain, offer little objection to the retention of their children, when necessary, for two years in the same standard; but, indeed, too many parents are absolutely indifferent to the details of their children's school life, especially in these days of free schooling. They are very glad to get rid for four hours daily (and that gratuitously) of the worry of looking after little mites of three and four years old, but they seem more prone than ever to keep the bigger children at home on any occasion when they can be of the slightest use in domestic or business occupations."

Discipline and organization.

The larger proportion of the schools of the division get the higher grant for discipline and organisation. The two things are in themselves so absolutely dissimilar that to combine them in one estimate renders it difficult to give to each his own value. It results, therefore, that the defects of the one are lost in the merits of the other and *vice versâ*.

This is not satisfactory. Discipline being undoubtedly the more important matter, is, I feel tolerably sure, *the* characteristic which determines the grant, and organisation is thus often practically disregarded. But it is a most important feature of the school, and deserves greater consideration than it receives, but which it is not likely to receive so long as it is not separately paid for. I wish that more stress were laid upon the condition of the buildings within and without in estimating the grant under consideration. Bad and unsuitable furniture, infants' rooms with no desks or gallery, dingy walls, are serious defects in school organisation.

Pupil-teachers.

There were examined in the year to which this report relates 1,447 pupil-teachers in the first three years of their apprenticeship, of whom 12 per cent. were classed as having passed well, 51·8 per cent. fairly, and 3·58 below fair—results identical with those on the whole of England and Wales.

They are not brilliant results, but they are not worse than those in other divisions with similar circumstances, if they do not exceed them. They would be better were there any agencies at work in the rural districts and small towns to secure the proper instruction of the pupil-

teachers in those subjects especially in which they do habitually badly, such as geography, history, school method. These young people are very hard worked in school for five hours daily, during which they are constantly talking, remaining standing the whole time. They often have to walk long distances to and from school, and are not in a receptive state when their lessons are given, and their teaching is not generally of an interesting kind. There is much memory work, and little real teaching. For many of the masters and mistresses are themselves unable to explain difficulties or to arouse in their pupils any interest or enthusiasm. They rarely, if ever, receive any definite and regular instruction in the art and practice of teaching, and they seldom read aloud. It is not wonderful, therefore, that they do badly in their examinations, and that their minds are narrow and empty. Their reading is limited to the text books they prepare for examination, which are not of a character likely to create any taste for literature.

Instruction better where centres exist.

In the towns in which there are centres for the instruction of pupil-teachers the state of things is very different. They are systematically taught, and pass better examinations than we find in the country.

Remedy difficult.

One suggested.

It is very difficult to suggest a remedy, but it ought not to be impossible to find one. Nothing has so far as I know, been started even tentatively, in the way of establishing centres for groups of schools, which might be attended on Saturdays and two afternoons a week in the summer months under the supervision of a competent peripatetic master, who would lecture, set work to be got up, revise it afterwards, and recommend books to be read.

The question of finance here crops up as in every question concerning the development of the voluntary schools.

Centres for pupil-teachers in the large towns.

In Bristol, Bath, Taunton, Cheltenham, Gloucester, there are at work central classes for the improvement of the pupil-teachers. The Bristol centre seems to be the most successful. In Bath the central classes have distinctly raised the character of the instruction of the pupil-teachers in that town.

French badly taught.

The teaching of French cannot be regarded as satisfactory. It is wholly bookish and grammatical. There is no attempt to make it conversational, and a living tongue is taught on the same lines as a dead language.

Reading should be more definitely taught and practised.

Reading should be taught on the lines of elocution, as should also recitation, and there ought to be much more regular and constant practice in oral reading.

Initial age might be increased.

I should be very glad to see the actual apprenticeship deferred to the 15th year, and for the first two years the teaching in school to be limited to half time.

The standard of acquirement for admission to apprenticeship might then be raised with advantage.

Mr. Barrington Ward :—

Mr. Barrington Ward.

"The papers worked by pupil-teachers are not generally satisfactory. The sums are often very accurate, the writing neat, the spelling faultless, but the higher aspects of grammar are usually imperfectly understood, while the answering in history, geography, and method is often very bad. The apparent reasons for their defects are numerous: (1.) Many of the pupil-teachers are young persons of no special ability or culture, whose sole idea of acquiring the knowledge of a new subject is to learn by heart the exact words of a short text-book. Such persons do not read for the love of reading and consequently their information is usually crude and imperfect. (2.) The instruction given to the pupil-teacher is very often of poor quality and takes place under most unfavourable conditions. What can be expected of the lessons given by a jaded teacher to a wearied boy or girl in a stuffy schoolroom, immediately after the departure of the children whom they have been controlling and instructing during a long portion of the day? How few opportunities has the

average pupil-teacher for quiet study in his home, and how small is his chance of the muscular exercise so imperatively necessary for a growing youth when all his personal study has to be done out of school hours? (3.) Teachers of such girls' schools as do not take up geography or history are very often at a disadvantage in teaching those subjects to their pupil-teachers, while mistresses of infant schools have probably grown rusty in their higher arithmetic as well as in the other subjects not taught to infants. The remedy seems to me obvious. Pupil-teacher instruction should invariably be given in classes, at convenient centres, in daylight (and, indeed, during ordinary school hours). The instructor should give his whole time to this duty, and the managers and teachers of schools should be prepared to work without their pupil-teachers' services during certain specified hours, arranged so as to cause the minimum of inconvenience to all parties. The expense of such an arrangement would be considerable, but there are ways of meeting it on which I need not enter here, and though it would have the effect of withdrawing pupil-teachers wholly from isolated schools, it would at least have the great merit of securing the systematic and thorough preparation of the young persons who aspire to be the future teachers of our elementary schools."

Mr. de Sausmarez :—

Mr. de Sausmarez.

"Central classes for the instruction of pupil-teachers are doing good work in Gloucester and Cheltenham, though they have proved more successful in Gloucester in the case of the boys than in that of the girls. They have been started in Cheltenham for the first time this year, so that it is too early to pronounce upon their success.

"Rural teachers labour under special disadvantages as regards class teaching, and for this reason they should always be encouraged at the close of their apprenticeship to seek engagements as assistants in town schools where facilities exist for attending classes. Candidates for pupil-teachership should be chosen before they are 13 years of age, so that they may receive special training and instruction with a view to their apprenticeship."

Mr. Colvill says he welcomes the last circular on the subject of the proper instruction of pupil-teachers and their training; and forwards a memorandum by Mr. Sub-inspector Williams, portions of which I embody in this report. They are as follows:—

"Pupil-teachers should be encouraged to read *two* text books on each subject of their course; one set of books should be provided by the managers; the other by the pupil-teachers themselves.

"When a pupil-teacher's historical reading, for example, is confined to a single text book, he is apt to commit whole passages to memory, and to reproduce these, in his written examinations. Such a practice is not good, and the use of a second history would go far to correct it. Moreover, there is manifest advantage in having the same facts presented in different language, and from a different point of view.

"The schoolroom is not an ideal place for the instruction of pupil-teachers. In the early morning it is often not warm enough, and the vitiated air remains in many rooms long after the children have been dismissed. A parish room is generally available during the day, and here in some cases pupil-teachers in voluntary schools might with advantage both receive instruction and retire for study. These parish rooms are usually within easy reach of the principal manager, who will be able to pay occasional visits of inspection, and to offer helpful advice.

"Candidates for certificates are required to read from prose works which have been announced beforehand, and there appears to be no reason why pupil-teachers should not be called upon to perform a similar exercise at the end of each year of their engagement. Good authors, suited to the standing of pupil-teachers, can easily be chosen, and the gain would be undeniable. I have asked pupil-teachers again and again to show me every book they possess, and it is seldom that they can produce a copy of any standard prose writer They cannot always find a text book for each subject of their course, but the "Pupil Teacher Year Book" is generally at hand, and in numerous instances its pernicious effects can be traced in every page of an examination paper."

Mr. Elliott makes the following general remarks :—

"It is gratifying to notice that each year an increasing proportion of the schools is being carried on under favourable conditions as regards buildings, appliances, teaching staff, and management, and although the quality of the work in such schools may vary somewhat from year to year, one feels that these schools are

essentially good places for the children to attend. But there are still many schools of which this cannot be said, and which are constantly carried on under conditions in one or more respects unfavourable.

"Where unfavourable conditions exist various causes are observable.

Hindrances to progress.

"The want of funds is the most common complaint, and in some of the poorer agricultural districts is a serious matter. In many of the larger places the alleged want of funds is due to want of organisation and combination. The needless multiplicity of schools is a great evil. In the little town of Clevedon (where the total average attendance of the children is 554) there are four separate schools, consisting of seven departments. In Portishead and Wotton-under-Edge (where the average attendance is 300 and 425) there are three separate schools. In Thornbury and Marshfield (where the average attendance is 340 and 176) there are two separate schools. In all these cases combination and joint management would result in increased efficiency, senseless competition would be avoided, and a great economy of labour effected. The same remark will apply to several of the smaller voluntary schools in Bristol.

"Another hindrance to progress is the migration of children from school to school. This takes place chiefly in the poorer neighbourhoods, where capricious removals constantly take place, and in districts where the school supply is inadequate, and where a difficulty is experienced by the children in finding suitable and convenient accommodation. The evil exists to a considerable extent. Children who are thus constantly migrating make little or no progress, they are being frequently placed in the same standard in the schools which they successively enter, and thus they become discouraged and irregular. The habit of migration would be checked to a considerable extent by an extension of the system of graded schools, whereby the close proximity of several schools, all of them covering the same course of instruction, would be avoided. I think, too, that, except in the case of fresh arrivals in a district, children might very reasonably be admitted from one school to another at fixed periods only. Such a plan would prevent the constant interruption which occurs in many schools by the arrival all through the year of new scholars.

"The difficulty of classifying new children would be greatly reduced and steady progress would be greatly promoted by the adoption of a uniform school year, beginning after the summer holidays, such as prevails in Canada and the United States, and on the Continent."

Conclusion.

In conclusion, I desire to express my warmest thanks to my colleagues in this division for the cordiality with which they received me when I took charge of it, and for their hearty and loyal co-operation with me during the two pleasant years it has been my good fortune to spend among them. To my own staff my best acknowledgments are also due for the valuable help they have afforded me.

I have the honour to be, &c.

W. Scott Coward.

To the Right Honourable
The Lords of the Committee of Council on Education.

EDUCATION DEPARTMENT.

REPORT

TO THE

COMMITTEE OF COUNCIL ON EDUCATION

OF THE

PROCEEDINGS OF THE CHARITY COMMISSIONERS FOR ENGLAND AND WALES,

UNDER THE

ENDOWED SCHOOLS ACTS, 1869 TO 1889,

FOR THE YEAR 1893.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
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1894.

[C.—7398.]

EDUCATION DEPARTMENT.

To the LORDS OF THE COMMITTEE OF HER MAJESTY'S PRIVY COUNCIL ON EDUCATION.

MY LORDS,

WE, the Charity Commissioners for England and Wales, present the following Report of our proceedings under the Endowed Schools Acts, 1869 to 1889, for the year 1893.

I.—*Endowed Schools Acts*, 1869, 1873, *and* 1874.

1. We have published the drafts of 41 Schemes which relate to endowments having an aggregate annual income of about 161,376*l.*, of which about 142,233*l.* was dealt with by Amending Schemes.

2. The Schemes which we have framed and submitted to your Lordships under section 36 of the Endowed Schools Act, 1869, are 26 in number, and relate to endowments having an aggregate annual income of about 68,425*l.*, of which about 59,987*l.* was dealt with by Amending Schemes.

3. Thirty-seven Schemes were approved by Her Majesty the Queen during the year.

Of these Schemes one, viz., Salop, Ludlow, Ludlow Grammar School, having an annual income of about 600*l.* and being an Amending Scheme, had previously been laid before Parliament.

The remaining 36 approved Schemes received Her Majesty's sanction without having been laid before Parliament, and relate to endowments having an aggregate annual income of about 15,270*l.*, of which about 9,499*l.* was dealt with by Amending Schemes.

The accompanying tabular form under the heading of "England" exhibits a list of the above-mentioned Schemes, together with a summary of those Schemes.

II.—*Welsh Intermediate Education Act*, 1889.

1. We have published the drafts of 10 Schemes relating to endowments having an aggregate annual income of about 10,880*l.* and dealing with income arising from other sources amounting to about 24,661*l.*

2. The Schemes which we have framed and submitted to your Lordships are 10 in number, and relate to endowments having an aggregate annual income of about 8,757. These Schemes also deal with income arising from other sources, amounting to about 34,093*l.*

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3. Six Schemes were approved by Her Majesty the Queen during the year.

Of these Schemes three, viz., the Schemes for Cardiganshire Carnarvonshire, and Merionethshire, having an aggregate annual income from endowment of about 1,601*l.*, and dealing with income arising from other sources and amounting to about 8,984*l.*, had previously been laid before Parliament.

The remaining three approved Schemes received Her Majesty's sanction without having been laid before Parliament, and related to endowments having an aggregate annual income of about 2,527*l.*, and dealt with income arising from other sources amounting to about 9,439*l.*

The accompanying tabular form under the heading "Wales and Monmouthshire" exhibits a list of the above-mentioned Schemes, together with a summary of those Schemes.

In witness whereof we have directed our official seal to be hereto affixed this 26th day of April one thousand eight hundred and ninety-four.

D. R. FEARON,
Secretary.

Seal.

Schemes Published, Submitted, and Approved under the Endowed Schools Acts, 1869, 1873, and 1874, during the Year ending 31st December 1893.

England
(exclusive of the County of Monmouth).

The cases printed in Italics are those of Amending Schemes (*see* Sec. 44, Endowed Schools Act, 1869).

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
	£			
Berks:				
Reading—				
Gifts of John and Frances West. *See* County of London (London, Reading, and elsewhere).	—	—	—	—
Wantage—				
The Town Lands (Wantage Grammar School).	550*	Published.	Submitted.	Approved.
Chester:				
Chester—				
Charity of Robert Oldfield - -	980†	Published.	—	—
Over and other places—				
The Darnhall School and Exhibition Foundation (formerly Darnhall Endowed School).	95	—	Submitted.	Approved.
Cumberland:				
Carlisle—				
The Charity School and Technical Instruction Fund (formerly Charity School and Endowments connected therewith).	155	—	Submitted.	Approve.
Debby:				
Bakewell—				
Lady Manners' School - - -	75	Published.	Submitted.	—
Staveley—				
(i.) Parochial Charities - - -	253‡	Published.	—	—
(ii.) Netherthorpe Grammar School				
Essex:				
Brentwood—				
Sir Anthony Browne's School and Almshouse Foundation.	*1,080*§	—	—	*Approved.*
Colchester—				
Grammar School - - - - -	293	Published.	—	—
Grays Thurrock—				
Palmer's Endowed School - -	*828*	—	—	*Approved.*
Halsted—				
The United Charity - - - -	388‖	Published.	—	—
Saffron Walden—				
The Saffron Walden Exhibition Endowment.	*77*	—	—	*Approved.*

* Of which 220*l.* is educational.
† Of which yearly sums of 50*l.* and of not more than 150*l.* will be non-educational.
‡ Of which about 150*l.* will be educational.
§ The Almshouse buildings and land and a yearly sum of 300*l.* are non-educational.
‖ Of which 2*l.* 2*s.* is non-educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
	£			
GLOUCESTER:				
Bristol—				
The Loan Money Charity - -	4*	—	—	Approved.
Fairford—				
Farmor's Endowed Schools - -	*219*	*Published.*	*Submitted.*	—
Wickwar—				
School (founded by Alexander Hosea)	213	Published.	Submitted.	—
HEREFORD:				
Hereford—				
Hereford Cathedral Grammar School	30†	—	—	Approved.
Philpotts' Exhibitions and Scholarships.	350	—	—	Approved.
HEREFORD AND SALOP:				
Hereford and Ludlow—				
Dean Langford's Scholarships - -	120	—	—	Approved.
SALOP:				
Ludlow—				
Ludlow Grammar School - - -	*600*	—	—	*Approved.*
HEREFORD:				
Staunton-on-Wye, Bredwardine, and Letton—				
Jarvis's Charity - - - - -	2,241‡	—	Submitted.	—
HERTFORD AND BEDFORD:				
Markyate Street, St. John, in the Parishes of Caddington and Studham (Hertford and Bedford), Houghton Regis (Bedford), and Flamstead (Hertford)—				
Coppin's Scholarship Foundation -	45	—	—	Approved.
KENT:				
Wye—				
(1.) *The School Foundation (Thornhill).*	*187*	—	—	*Approved.*
(2.) *The South-Eastern Agricultural School and College.*	—§	—	—	*Approved.*
LANCASTER:				
Bolton-le-Moors—				
Bolton Grammar School Foundation	*267*‖	*Published.*	*Submitted.*	—
Hulton's Charity - - - - -	538¶	Published.	Submitted.	—
Broughton (in Preston)—				
Broughton-in-Preston Grammar School Foundation (formerly Broughton-in-Preston Endowed School).	*150*	—	—	*Approved.*

* Representing an annual income from a recurring payment by the Municipal Corporation of Bristol to the Municipal Trustees, and all moneys in respect thereof now in the hands of such Trustees, and a sum of 55*l.* 11*s.* 7*d.* 2½ per cent. Annuities held by the Official Trustees of Charitable Funds, which by this Scheme are made part of the Bristol Grammar School Foundation.

† With an augmentation by the Dean and Chapter of about 180*l.* a year.

‡ The almshouses and land used in connexion therewith, and such a sum of 2¾*l.* per cent. Consolidated Stock as at date of Scheme produces an income of 946*l.* 10*s.* 6*d.* will be non-educational.

§ To be maintained by grants from the County Councils of Kent and Surrey.

‖ Of which 2*l.* is non-educational.

¶ Three-fourths of the net income (after payment of specific charges amounting to 28*l.* a year) to be educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
LANCASTER (*continued*):	£			
Rivington (in Bolton-le-Moors)—				
Rivington and Blackrod Grammar School (formerly Rivington and Blackrod United Schools).	*527*	—	—	*Approved.*
LANCASTER AND YORK, W.R.:				
Rochdale—				
Hardman's Endowment (formerly Rochdale Free English School or the Moss School, including John Hill's Augmentation).	155	—	—	Approved.
LEICESTER:				
Church Langton—				
Hanbury's Charity - - -	828*	Published.	—	—
Loughborough—				
The Loughborough Endowed Schools, consisting of the Charities of Thomas Burton, Bartholomew Hickling, and John Hickling.	*1,730†*	*Published.*	—	—
LINCOLN:				
Gainsborough—				
(1.) Grammar School - - -				
(2.) Endowment for the Master (Wharton's Charity).	57	Published.	—	—
Spilsby—				
Grammar School - - - - -	84	Published.	Submitted.	—
Parts of Lindsey—				
(1.) *Alford*—				
Queen Elizabeth's Grammar School at Alford.	*338*			
(2.) *Brigg*—				
The Brigg Grammar School -	*365*			
(3.) *Caistor*—				
The Caistor Grammar School	*268*			
(4.) *Clee*—				
Humberstone's New Foundation at Clee.	*272*			
(5.) *Horncastle*—		—	*Submitted.*	*Approved.*
Queen Elizabeth's Grammar School at Horncastle.	*283*			
(6.) *Louth*—				
King Edward VI. Grammar School and Hospital Foundation at Louth.	*1,418‡*			
(7.) *Market Rasen*—				
The De Aston School Foundation at Market Rasen.	*360*			
LONDON (including City):				
LONDON AND OTHER COUNTIES:				
London, Reading, and elsewhere—				
Christ's Hospital - - -				
Gifts of John and Frances West (Reading share).	1,654	Published.	—	—

* Of which an annual sum of 145*l.* and a capital sum not exceeding 563*l.* are to be non-educational.
† Of which 6*l.* 4*s*, is non-educational. A recreation ground is also maintained by the Governors.
‡ Of which 161*l.* is non-educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
	£			
LONDON:				
St. Paul's School	*15,400*	*Published.*	—	—
Lord Campden's Exhibitions for Scholars from St. Paul's School.	*938*	*Published.*	—	—
LONDON AND MIDDLESEX:				
All Hallows, Barking; St. John, Wapping; South Mimms; St. Botolph, Aldgate—				
Foundations of James Hickson	650*	—	Submitted.	—
Sir Samuel Starling	408			
Rev. Anthony Death	535†			
LONDON:				
Battersea—				
Sir Walter St. John's Schools and John Parvin's Workhouse Charity.	*266*	—	*Submitted.* (Amending Scheme so far as relates to *Sir Walter St. John's School.*)	*Approved.*
Bow—				
The Sir John Jolles Exhibition Endowment (formerly Sir John Jolles' School).	60‡	—	—	Approved.
Deptford (St. Nicholas and St. Paul)—	940§	—	Submitted.	Approved.
(1.) Addey's School (formerly Charities of John Addey, William Hosier, and John Chester).				
(2.) *Stanhope Foundation* (*and Addey's School*).	*365*	*Published.*	*Submitted.*	—
(3.) Thomas Fellows's Charity (*and Addey's School*).	25	Published. (Amending Scheme so far as concerns *Addey's School.*)	—	—
Dulwich (in Camberwell)—				
Alleyn's College of God's Gift	—	—	—	—
Southwark, St. Saviour—				
Free Grammar School. *See* Southwark.				
St. Andrew Undershaft. (*The School Fund or School Branch of Mary Datchelor's Charity.*)	*640*‖	*Published.*	—	—
The Foundation of Sir Henry Lee and others.				
Thomas Coventry's Prize Fund	*14*	*Published.*	—	—
St. Botolph, Aldgate—				
Sir John Cass's Charity	5,866	Published.	—	—
(1.) St. John, Hackney.				
(2.) Christchurch, Spitalfields—				
1. *Orchard Street Schools*	*114*¶	Published.	Submitted.	—
2. Protestant Dissenting Charity School.	121	(Amending Scheme so far as concerns *Orchard Street Schools.*)		

* Of which 165*l.* is non-educational.
† Of which 3*l.* is non-educational.
‡ To be increased by the Drapers' Company to 120*l.* on the falling in of a pension.
§ Of which 200*l.* is non-educational.
‖ All educational, subject to annual payments under Central Scheme for City of London Parochial Charities, amounting to 17*l.* 10*s.*
¶ Part, viz., the dividend on 1,598*l.* 13*s.* 6*d.* New Consols, is payable to School Board for London for 60 years from 24th October 1872, under provisions of a Scheme of the Charity Commissioners of 10th December 1886.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
LONDON (*continued*):	£			
St. Sepulchre—				
Charity of Richard Reeve	1,560	Published.	—	—
Christchurch, Newgate Street—				
Christ's Hospital	*66,600*	*Published.*	—	—
Southwark, St. Saviour—				
Free Grammar School	600*	Published.	Submitted.	—
Dulwich (in Camberwell) Alleyn's College of God's Gift	*1,150†*	*Published.*	*Submitted.*	—
Certain Foundations governed by Schemes under the Endowed Schools Acts—				
Bethnal Green, St. Matthew—				
Parmiter's School and Almshouse Foundation.	*3,436‡*			
Camberwell—				
Wilson's Grammar School	*300*			
Dulwich (in Camberwell)—				
James Allen's Girls' School	*875*			
Greenwich—				
Roan's Charity	*1,900*			
(a.) Boys' School.				
(b.) Girls' School.				
Hoxton and Hatcham—				
(1.) Haberdashers' Hoxton Schools				
(a.) Boys' School.				
(b.) Girls' School.				
(2.) Aske's Hatcham Schools	*6,500§*			
(a.) Boys' School.				
(b.) Girls' School.				
Lewisham—				
Lewisham Grammar School for Girls	*270*			
‖*Poplar—*				
George Green's Schools	*490*	*Published.*	*Submitted.*	—
(a.) Boys' School.				
(b.) Girls' School.				
‖*St. Andrew, Undershaft—*				
Mary Datchelor's Charity Girls' School in Camberwell.	*640¶*			
‖*St. Andrew, Undershaft—*				
Foundation of Sir Henry Lee and others (attached to Mary Datchelor's Charity).				
St. Clement Danes—				
Holborn Estate Charity	*6,000***			
(a.) Boys' School.				
(b.) Girls' School.				
St. Dunstan-in-the-East—				
The St. Dunstan's Charities, St. Dunstan's College, Catford.	*4,500*			
St. Giles, Cripplegate—				
Lady Eleanor Holles' Foundation—				
Lady Holles' Middle School for Girls, Hackney.	*1,700*			

* Of which 2*l.* is non-educational.
† Representing the gross annual income from so much of the endowment as is dealt with by the Scheme.
‡ Of which about 2,245*l.* is educational.
§ Average net annual payment out of Aske's Charity.
‖ This Foundation was not included in the Scheme as submitted to the Committee of Council on Education.
¶ All educational, subject to annual payments under Central Scheme for City of London Parochial Charities, amounting to 17*l.* 10*s.*
** Of which about 2,500*l.* net is non-educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
LONDON (*continued*):				
Certain Foundations, &c. (continued):	£			
St. Martin-in-the-Fields—				
Archbishop Tenison's United Schools—				
School for Boys	*285*			
St. Martin's Parochial School—				
Middle School for Girls	*410*			
St. Olave, Southwark—				
St. Olave's Grammar School Foundation.	*8,800*			
St. Pancras—				
**North London Collegiate and Camden Schools for Girls—*	*700*			
(a.) North London Collegiate School.		*Published.*	*Submitted.*	—
(b.) Camden School.				
Westminster, St. James—				
The Burlington School	*450*			
Westminster, St. John—				
The Grey Coat Hospital	*5,700*			
Westminster, St. Margaret and St. John—				
The United Westminster Schools-	*7,500*			
(a.) United Westminster Schools.				
(b.) Emmanuel School.				
Whitechapel, St. Mary—				
The Whitechapel Foundation	*3,000*			
NORTHAMPTON:				
Aynhoe—				
The Cartwright Exhibition Fund (formerly Grammar School).	42	—	—	Approved.
Clipston and other places—				
Clipston Free Grammar School and Hospital.	300†	Published.	—	—
Northampton—				
(1.) *The Northampton Grammar School.*	*815*‡	—	—	—
(2.) George Norwood's Charity	20	Published.	Submitted.	—
		(Amending Scheme so far as concerns *Northampton Grammar School.*)		
OXFORD:				
Oxford—				
(1.) Nixon's School	138§	Published.	—	—
(2.) Joan Nixon's Charity				
Steeple Aston—				
Radcliffe's School	*297*	*Published.*	*Submitted.*	—
SALOP:				
Ludlow—				
The Ludlow Grammar School (see under Hereford).	—	—	—	—

* This Foundation was not included in the Scheme as submitted to the Committee of Council on Education.
† Of which 15*l.* is non-educational.
‡ Of which about 90*l.* is to be non-educational. This school is to receive a grant from the Northampton Town and County Councils.
§ The Town Council has agreed to pay a yearly sum of 50*l.* by way of compensation for the old School buildings which have been recently demolished.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
SALOP (*continued*):				
Preston upon the Wild Moors—				
Preston Hospital (The Shropshire Technical School for Girls).	£ 2,975*	Published.	—	—
Wroxeter—				
Donnington Exhibition Foundation (formerly Donnington Grammar School).	26†	—	—	Approved
SOMERSET:				
Bath—				
The Magdalen Charity - -	640	Published.	Submitted.	—
(1.) Accumulations from Charity of Sir Thomas White.				
(2.) Charity of Mr. Clement and others.	78	Published.	Submitted.	—
(3.) Charity of Mr. Power -				
(4.) Charity of John Ellis - -				
Langport Eastover—				
The Free Grammar School - -	73	Published.	—	—
SOUTHAMPTON:				
Holybourne—				
Andrews' School - - -	300	—	—	Approved.
STAFFORD:				
Abbots Bromley—				
Richard Clark's School - -	*23*	—	—	*Approved.*
Walsall—				
Queen Mary's Schools - -	*1,500*	—	—	*Approved.*
SURREY:				
Farnham—				
Farnham Grammar School - -	10	—	—	Approved.
(1.) *Chertsey—*				
Sir William Perkins's School Foundation.	*580*			
(2.) *Guildford—*				
King Edward's Grammar School	*200*	—	—	*Approved.*
(3.) *Kingston-on-Thames—*				
The Kingston Endowed Schools	*700*			
(4.) *Reigate—*				
The Reigate Grammar School -	*343*			
WARWICK:				
Nuneaton—				
(i.) Charity of Richard Smith - -	311	Published.	—	—
(ii.) *Grammar School of King Edward VI.*	228	(Amending Scheme so far as concerns *Grammar School of King Edward VI.*)		
WESTMORELAND:				
Crosby Garrett—				
The Crosby Garrett School and Exhibition Endowment (formerly School, Poor's Stock, and School Money, and Thomas Wilson's Bequest).	14‡	—	Submitted.	Approved.

* A capital sum of 20,000*l.* is under this Scheme made applicable for the purposes of the Shropshire Technical School for Girls, and provision is also made for the maintenance of the Hospital School for Girls (at a cost of about 400*l.* a year).

† Exclusive of any rent which may be obtained for the School site and buildings.

‡ Of which about 6*l.* is non-educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
WORCESTER:	£			
Hanley Castle—				
Grammar School (Scheme for I. The Elementary School Endowment; II. The Hanley Castle Grammar School).	283	—	—	Approved.
Upton-upon-Severn—				
Hall's Charity (part) - -	*	—	—	Approved.
Worcester—				
The Worcester Royal Free Grammar School and Almshouses (formerly the Free School and Almshouses of the City of Worcester).	906†	—	—	Approved.
Charities of Thomas and Ann Moore and John Dent.	300	—	—	Approved.
YORK, E.R.:				
Bridlington—				
The Grammar School or the Charity of William Hustler.				
The Knitting School or the Charity of William Bower.				
The Bridlington Quay Infant School.	180‡	Published.	Submitted.	—
The Charities of Henry Cowton and others (part).				
The Funds contributed by the Lords Feoffees of the Manor of Bridlington.				
YORK, W.R.:				
Clifton and Hartshead (in Dewsbury)—				
The Armytage Exhibitions (formerly The Clifton School).	40	Published.	Submitted.	Approved.
Drax—				
The Drax Schools (formerly Read's Free School and Almshouses).	950§	—	—	Approved.
Heptonstall (in Halifax)—				
The Heptonstall Exhibitions (formerly I. The Grammar School; II. Abraham Wall's Charity).	84‖	—	—	Approved.
Long Preston and other places (in Long Preston)—				
John and Mary Hartley's Foundation for a School and for apprenticing.	229	Published.	—	—
Normanton and other places—				
Grammar School and other Charities	10¶	—	—	Approved.
aithwaite (in Huddersfield)—				
Endowed School - -	79	Published.	—	—

* A sum of 1,200*l.* 2½ per cent. Consolidated Stock arising from unapplied income of the Bridge Branch of the Charity.

† Of which about one-half is educational.

‡ Together with an annual sum of 50*l.* to be paid by the Lords Feoffees of the Manor of Bridlington for five years from the opening of the School.

§ Of which 130*l.* is non-educational.

‖ Of which 1*l.* is non-educational.

¶ This amount will be largely increased under the provisions of the Scheme by a re-apportionment of the income of the Freeston Charities between University College, Oxford, and the School and other Charities.

SUMMARY of the foregoing TABLE (1893).

ENGLAND (exclusive of the County of Monmouth).

—	Number.	Income.
Draft Schemes published by Commissioners	41	161,376*l.*, of which 142,233*l.* was dealt with by Amending Schemes.
Schemes submitted to Committee of Council on Education.	26	68,425*l.*, of which 59,987*l.*, was dealt with by Amending Schemes.
Schemes approved by Her Majesty without having been laid before Parliament.	35 } 37	15,870*l.*, of which 10,099*l.* was dealt with by Amending Schemes.
Laid before Parliament - - -	2 }	

SCHEMES PUBLISHED, SUBMITTED, and APPROVED under the Endowed Schools Acts 1869 to 1889 (including the Welsh Intermediate Education Act, 1889), during the Year ending 31st December 1893.

WALES and MONMOUTHSHIRE.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
ANGLESEY -	1. County rate at ½*d.* in the £ -	424	Published.	Submitted.	—
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	504			
	3. Treasury Grant (maximum) -	424			
	4. David Hughes' Free Grammar School and Almshouse.	1,207*			
	Total - - - -	2,559			
	Besides a capital sum of about 1,500*l.* representing accumulations of 2.				
CARDIFF (County Borough).	1. Borough rate at ½*d.* in the £ -	1,500	—	—	Approved.
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,000			
	3. Treasury Grant (maximum) -	1,500			
	4. Craddock Wells Charity -	1,500			
	5. Howell's Charity, 8 per cent. of net income after payment of expenses.	500			
	Total - - - -	6,000			
	Besides a capital sum of about 3,000*l.* representing accumulations of 2.				

* Of which one-fourth is non-educational.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
CARDIGAN -	1. County rate at ½d. in the £ -	582			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,142			
	3. Treasury Grant (maximum) -	582	—	Sub itted.	Approved*
	4. Free School at Cardigan (including Charity of Laetitia Cornwallis).	20			
	Total - - -	2,326			
	Besides a capital sum of about 3,426*l.* and interest representing accumulations of 2 and 4.				
CARMARTHEN	1. County rate at ½d. in the £ -	1,131			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	2,366	Published.	Submitted.	—
	3. Treasury Grant (maximum) -	1,131			
	4. Carmarthen Grammar School	106			
	Total - - -	4,734			
	Besides a capital sum of about 9,500*l.* representing accumulations of 2.				
CARNARVON	1. County rate at ½d. in the £ -	1,070			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	2,171			
	3. Treasury Grant (maximum) -	1,070	—	—	Approved.
	4. Bangor Grammar School -	770			
	5. Bottwnog Grammar School -	341			
	Total - - -	5,422			
	Besides a capital sum of about 6,500*l.* representing accumulations of 2.				
DENBIGH -	1. County rate at ½d. in the £ -	1,229			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	2,500			
	3. Treasury Grant (maximum) -	1,229			
	4. Ruthin Grammar School -	530			
	5. Denbigh Grammar School (including Hugh Davies Griffith's Scholarships or Exhibitions).	20	Published.	Submitted.	—
	6. The Hospital and School Foundation of Sir John Wynne, of Gwydyr, at Llanrwst.	592†			

* Alternative Scheme submitted on behalf of the Joint Education Committee, as amended in accordance with an address of the House of Lords.

† Of which 24*l.* is non-educational,

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
DENBIGH (*continued*).	7. Ruabon Grammar School (including Charities of Ellis Lloyd and the Rev. Richard Davies).	158*	Published.	Submitted.	—
	8. The Wrexham Grammar School Exhibition Foundation.	126			
	Total - - - -	6,384			
	Besides a capital sum of about 10,000*l.* representing accumulations of 2.				
FLINT -	1. County rate at ½*d.* in the £ -	879	Published.	Submitted.	—
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,500			
	3. Treasury Grant (maximum) -	879			
	4. Samuel Smith's Gift - -	†			
	5. Hawarden Grammar School -	28			
	6. Holywell Grammar School -	4			
	7. St. Asaph Grammar School -	75			
	8. Davies Griffith Charity, consisting of 529*l.* 7*s.* 2*d.* New Consols.	Dividends accumulating.			
	Total - - - -	3,365			
	Besides a capital sum of about 4,500*l.* representing accumulations of 2.				
GLAMORGAN:					
Llandaff	Glamorgan share of Howell's Charity for Girls' Schools in Wales.	2,250‡	Published.	—	—
MERIONETH	1. County rate at ½*d.* in the £ -	514	—	Submitted.	Approved.
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	984			
	3. Treasury Grant (maximum) -	514			
	4. Bala Grammar School -	130			
	5. Rev. John Ellis's Charity -	30			
	6. Dr. Williams's School - -	310			
	Total - - - -	2,482			
	Besides a capital sum of about 3,000*l.*, being accumulations of 2.				

* Of which 22*l.* is non-educational. † A capital sum of 1,000*l.*

‡ 36 per cent. of net income of Howell's Charity for Girls' Schools in Wales remaining after payment of expenses of management of property and business, and of any necessary or proper outgoings, as estimated.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
MONMOUTH	1. County rate at ½*d.* in the £ -	1,792			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	2,176			
	3. Treasury Grant (maximum) -	1,792			
	4. Usk Grammar School Foundation.	270	Published.	Submitted.	—
	5. Powell's Endowed School -	193			
	6. Jones's Almshouse and Grammar School Foundation.	3,000*			
	7. Monmouth share of Howell's Charity for Girls' Schools in Wales.	500			
	Total - - -	9,723			
	Besides a capital sum of about 8,800*l.* representing accumulations of 2.				
MONTGOMERY	1. County rate at ½*d.* in the £ -	803			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,960	—	Submitted.	Approved.
	3. Treasury Grant (maximum) -	803			
	4. Stuart Rendel's Gift - -	†			
	Total - -	3,566			
	Besides a capital sum of about 5,800*l.* representing accumulations of 2.				
Berriew -	Berriew School - - -	163‡	Published.	—	—
Llanfyllin and Llanfihangel.	Charity of Mary Vaughan and Subsidiary Endowment of Mary Strangways.	124	Published.	—	—
Llansaintffraid.	Deythur Grammar School -	170§	Published.	—	—
NEWPORT (County Borough).	1. Borough rate at ½*d.* in the £ -	500			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	600			
	3. Treasury Grant (maximum) -	500	—	Submitted.	Approved.
	4. Howell's Charity, 8 per cent. of net income after payment of expenses.	500			
	Total - - - -	2,100			
	Besides a capital sum of about 1,200*l.* representing accumulations of 2.				

* This represents the present gross residue of income not dealt with by the Scheme for this Foundation, approved by Her Majesty in Council on the 23rd February 1891, and is subject to large outgoings in respect of pensions and otherwise.

† A capital sum of 1,000*l.* given towards founding an Exhibition Fund.

‡ This includes an annual payment of 73*l.* by the County Governing Body for Montgomery.

§ This includes an annual payment of 90*l.* by the County Governing Body for Montgomery.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
PEMBROKE	1. County rate at ½*d.* in the £ -	900			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,400			
	3. Treasury Grant (maximum) -	900	—	Submitted.	—
	4. Haverfordwest Grammar School.	684			
	5. Tasker's School, Haverfordwest.	220			
	6. Eastgate School, Narberth -	*			
	Total - - - -	4,104			
	Besides a capital sum of about 5,200*l.* representing accumulations of 2.				
All COUNTIES and COUNTY BOROUGHS in WALES and COUNTY of MONMOUTH.	Scheme providing for establishment of Central Welsh Board for Intermediate Education:				
	1. Uniform maximum contribution of 5 per cent. of total revenue to be contributed by County Governing Bodies. Total amount required is estimated at - - -	3,100	Published.	—	—
	2. Treasury Grant (maximum) -	500			
	3. Part of Betton's Charity (Schools account), maximum.	1,000			
	4. The Meyrick Fund - -	500			
	Total - - -	5,100			

* Endowment consists of site and School building.

SUMMARY of the foregoing TABLE (1893).

WALES and MONMOUTHSHIRE.

—	Number.	Income of Endowments.	Income from other Sources.	Total.
		£	£	£
Draft Schemes published by the Commissioners.	10	10,880	24,661	35,541
Schemes submitted to the Committee of Council on Education.	10	8,757	34,093	42,850
Schemes approved by Her Majesty—				
Without having been laid before Parliament.	3 } 6	4,128	18,423	22,551
Laid before Parliament - - -	3 }			

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1893.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE
By ALEXANDER THOM & Co. (Limited), ABBEY-STREET.

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and 90, West Nile-street, Glasgow.

1894.

[C.—7405.] *Price 6d.*

CONTENTS.

	Page
Report,	iii
Appendices,	2
I. List of persons of whom a sufficient number will be selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1893 (Rule 5),	2
II. List of Examiners selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1893,	9
III. Extracts from the Reports of the Examiners, 1893,	11
IV. Lists of Schools to the Managers of which Results Fees were paid in 1893, and amounts of such Fees,	62
V. The Burke Memorial Prizes,	80

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1893.

TO HIS EXCELLENCY, ROBERT, BARON HOUGHTON, K.P., P.C.,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland) submit to your Excellency this our Fifteenth Report.

The number of students who gave notice of their intention to present for examination in 1893 was:—

Boys.	Girls.	Total.
5,730	1,856	7,586

being an increase of 1,016, or 21·5 per cent., in the case of boys, and an increase of 234, or 14·4 per cent., in the case of girls, and a *total* increase of 19·7 on the corresponding numbers in 1892, and a *total* increase of 34·6 per cent. on the corresponding numbers in 1891.

In the fourteen previous years the numbers were:—

——	Boys.	Girls.	Total.
1879	3,473	798	4,271
1880	4,493	1,633	6,126
1881	5,694	2,034	7,728
1882	5,677	1,648	7,325
1883	5,521	1,314	6,835
1884	4,817	1,233	6,050
1885	4,504	1,218	5,722
1886	4,681	1,348	6,029
1887	5,012	1,460	6,472
1888	4,963	1,626	6,589
1889	5,261	1,878	7,139
1890	4,341	1,428	5,769
1891	4,193	1,444	5,637
1892	4,714	1,622	6,336

See Table I.

The number of students who presented themselves for examination in 1893 was:—

Boys.	Girls.	Total.
5,265	1,709	6,974

In the fourteen previous years the numbers were:—

——	Boys.	Girls.	Total.
1879, . .	3,218	736	3,954
1880, . .	4,114	1,447	5,561
1881, . .	5,147	1,805	6,952
1882, . .	5,153	1,461	6,614
1883, . .	5,037	1,125	6,162
1884, . .	4,413	1,091	5,504
1885, . .	4,123	1,058	5,181
1886, . .	4,343	1,199	5,542
1887, . .	4,613	1,318	5,931
1888, . .	4,551	1,507	6,058
1889, . .	4,838	1,695	6,533
1890, . .	3,943	1,293	5,236
1891, . .	3,856	1,300	5,156
1892, . .	4,294	1,465	5,759

The examinations, which commenced on 13th June and extended over eleven days, were held at 201 centres, in 78 different localities, as follows:—

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Dungarvan,	1	Mountrath,	1
Athlone,	1	Ennis,	3	Mullingar,	1
Athy,	1	Enniscorthy,	1	Multyfarnham,	1
Ballymena,	1	Enniskillen,	1	Navan,	1
Ballymoney,	1	Fermoy,	2	Nenagh,	1
Belfast,	11	Galway,	2	New Ross,	1
Blackrock,	3	Gorey,	1	Newry,	2
Bruff,	1	Holywood (Down),	1	Omagh,	1
Carlow,	1	Kilkenny,	2	Parsonstown,	1
Carrick-on-Suir,	1	Killarney,	1	Queenstown,	1
Cashel,	2	Kilrush,	1	Santry,	1
Castleknock,	2	Kingstown,	2	Skibbereen,	1
Cavan,	1	Letterkenny,	1	Sligo,	3
Charleville,	1	Limerick,	4	Strabane,	1
Clongowes Wood College,	3	Lismore,	1	Terenure,	1
Clonmel,	1	Listowel,	1	Tipperary,	2
Coleraine,	2	Londonderry,	4	Tralee,	1
Cookstown,	1	Longford,	1	Tuam,	1
Cork,	9	Loughrea,	1	Tullow,	1
Dingle,	1	Lurgan,	1	Waterford,	3
Drogheda,	1	Mallow,	1	Westport,	1
Dublin,	26	Midleton,	2	Wexford,	2
Dundalk,	4	Mitchelstown,	1	Youghal,	1
Dungannon,	1	Monaghan,	2		
		Monasterevan,	1	Total,	146

GIRLS.

Localities.	No. of Centres.	Localities.	No of Centres.	Localities.	No. of Centres.
Armagh,	1	Dundalk,	1	Navan,	1
Athy,	1	Ennis,	1	Newry,	1
Balbriggan,	1	Enniscorthy,	1	Omagh,	1
Ballymena,	1	Holywood (Down),	1	Portadown,	1
Ballymoney,	1	Kilkenny,	1	Rathfarnham,	1
Belfast,	8	Killarney,	1	Tralee,	1
Carrickmacross,	1	Limerick,	1	Waterford,	1
Coleraine,	1	Londonderry,	4	Wexford,	1
Cookstown,	1	Longford,	1		
Cork,	4	Monaghan,	1		
Dalkey,	1	Mountmellick,	1		
Dublin,	11	Mullingar,	1	Total,	55

The following Table shows the distribution of Centres between the Four Provinces. See Table III.

——	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Boys,	60	33	44	9	146
Girls,	23	23	9	–	55
Total,	83	56	53	9	201

One hundred and forty-six gentlemen and sixty ladies were employed as Centre Superintendents, being an average of one Superintendent to every 36 boys and 28 girls examined, respectively.

The number of students who passed the Examinations was :—

Boys.	Girls.	Total.
3,041	955	3,996

In former years the numbers were :—

——	Boys.	Girls.	Total.
1879, .	1,850	482	2,332
1880, .	2,899	1,111	4,010
1881, .	3,439	1,235	4,674
1882, .	2,983	1,017	4,000
1883, .	2,851	893	3,744
1884, .	3,040	800	3,840
1885, .	2,436	735	3,171
1886, .	2,685	825	3,510
1887, .	2,626	969	3,595
1888, .	2,872	1,222	4,094
1889, .	2,844	1,174	4,018
1890, .	2,333	767	3,100
1891, .	2,304	774	3,078
1892, .	2,539	784	3,323

The proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
57·7	55·9	57·3

The proportions in former years were as follows :—

——	Boys.	Girls.	Boys and Girls.
1879, .	57·5	65·4	58·9
1880, .	70·4	76·7	72·1
1881, .	66·8	68·3	67·2
1882, .	57·8	69·6	60·4
1883, .	56·6	79·4	60·7
1884, .	68·8	73·3	69·7
1885, .	59·	69·4	61·2
1886, .	61·8	68·8	63·3
1887, .	56·9	73·5	60·
1888, .	63·1	81·1	67·5
1889, .	58·7	69·2	61·5
1890, .	59·1	59·3	59·2
1891, .	59·7	59·5	59·6
1892, .	59·1	53·5	57·7

Exclusive of over-age students the proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
59·5	57·2	59·

Exclusive of over-age students the proportions in the three preceding years were as follows:—

——	Boys.	Girls.	Boys and Girls.
1890, .	58·9	59·4	59·1
1891, .	59·7	59·9	59·8
1892, .	59·4	53·5	57·9

The number of students to whom were awarded £50 Prizes (Senior Grade), and Exhibitions (Rules 20–26) was:— See Table V.

Boys, 291; Girls, 93; Total, 384.

The number of students to whom were awarded prizes in books was— See Table VI.

Boys, 332; Girls, 153; Total, 485.

The number of students to whom were awarded Prizes for Composition under Rule 33 was:— See Table VII.

Boys, 89; Girls, 52; Total, 141.

The number of students to whom were awarded Commercial Prizes under Rule 30 (A), was:— See Table VIII.

Boys, 6; Girls, none.

The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1893 was:— See Appendix IV.

Boys, £22,109 18*s.* 1*d.*; Girls, £6,882 2*s.* 6*d.*; Total, £28,992 0*s.* 7*d.*

Of the students, 3,996, who passed the Examination, Results Fees were paid on 3,649, being an average Fee of £7 18*s.* 11*d.* per student.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

Provinces.	Amount of Results Fees paid.				Total.	No. of Schools.		Total.
	Boys.		Girls.			Boys.	Girls.	
	£ s. d.		£ s. d.		£ s. d.			
Leinster, . . .	9,032 11 9		2,502 6 6		11,534 18 3	59	40	99
Ulster, ...	5,315 18 11		3,512 10 0		8,828 8 11	54	48	102
Munster, . . .	6,525 13 11		851 4 0		7,376 17 11	47	16	63
Connaught, . . .	1,235 13 6		16 2 0		1,251 15 6	14	1	15
Gross Total, . .	22,109 18 1		6,882 2 6		28,992 0 7	174	105	279

See Table X., and App. V

The values of the Burke Memorial Prizes awarded in 1893 were :—

Boys—	Girls—
First Prize, £14 4*s.* 0*d.*	Prize, £8 17*s.* 6*d.*
Second Prize, £8 17*s.* 6*d.*	

Finance.

The Balance Sheet of the Board for the year 1893, in respect of the original Endowment, (Table IX. *infra*) shows a surplus of £5,403 13*s.* 10*d.* (including a sum of £880 4*s.* 2*d.*, Income Tax to be refunded by the Commissioners of Inland Revenue), subject to liabilities estimated at about £200.

In our Report for 1892 it was stated "that the interest, 3¼ per cent., paid to the Board on their original Endowment (£1,000,000), was guaranteed by the Treasury for eighteen years only," which period will expire in 1897.

The expenditure of the Board out of the income of this Endowment in the year 1893 comes therefore very close to the sum which can safely be calculated upon as permanent income from this source. Any permanent increase in the Board's expenditure in future years must therefore be defrayed by the funds provided under the Local Taxation (Customs and Excise) Act, 1890.

The Local Taxation Account of the Board (see Table VIII.), shows that, while the Receipts under the Local Taxation (Customs and Excise) Act, and as interest on Securities, amounted to £46,570 6*s.* 2*d.*, the expenditure from that Account on Results Fees and Exhibitions for 1893 was £27,956 7*s.* 3*d.*, as against £18,358 15*s.* 1*d.* expended out of same Account in the previous year, 1892.

Thus, there has been, from 1892 to 1893 an increase of £9,597 12*s.* 2*d.* in the expenditure, an increase which it will not be forgotten was anticipated in our Report for 1892, which contains the following statements:—

"The Board have made, with the approval of your Excellency, new Rules, to come into operation in 1894, increasing the rates of certain of the Results Fees as far as, with their present knowledge, they thought it prudent to do so with a reasonable hope of being able to continue such increased rates.

"The full effect of this increase upon expenditure will not be seen until those Rules have been at least four years in operation, as it may be expected to induce managers of schools to present an increased number of pupils for examination, and with the number of passes the Results Fees earned, and the amounts payable for Money Prizes and Exhibitions must increase. The increase in the number of passes in the Preparatory and Junior Grades will also lead to an additional number of students being prepared for the Middle and Senior Grade Examinations in future years. The expenses attending the examinations must also increase to some extent with any marked increase in the number of students to be examined. A considerable increase of expenditure will thus occur in 1893, both in the original Endowment and in the Local Taxation Account, and a further increase may be looked for in the next few years."

These anticipations are further borne out by the number of students who have given notice of their intention to present themselves for examination during the present year, 1894, a number which is in excess of the corresponding number for 1893 by 758; and of that for 1891, by 2,707. The causes which during these years, 1892, 1893, and 1894, have led to so large an increase in the number of students who avail themselves of the benefits of the Act continue to be in operation, and the Board therefore expect that for some years to come the number of students presenting themselves will continue to increase, involving a progressively increasing expenditure.

Further elements of necessary increase in expenditure are contained in the new Rules sanctioned by your Excellency on

the 14th day of April last, which will come into operation on the 1st January next. The Preparatory Grade having proved a marked success, these new Rules provide for a slight increase in the rate of Results Fees in that Grade. They also abrogate certain provisions in the former Rules, which, by fixing certain sums as the maximum amounts payable for Results Fees in respect of any one student, restricted the amounts earned by the most distinguished candidates.

From the foregoing facts the Board are fully satisfied that within a short period the entire income from the grant under "The Local Taxation (Customs and Excise) Act, 1890," will be annually absorbed in the payment of Prizes and Results Fees, to the great encouragement of Intermediate Education in Ireland.

In the meantime, in determining the amounts of Prizes and the rates of Results Fees, the Board continue to act upon their previous policy of regarding as a cardinal consideration the probability of being able to maintain these amounts and rates. They believe it to be far more conducive to the true interests of education, to defer, for the short period which must elapse before the Act of 1890 shall have produced its full natural effect, the application of a small portion of their income, than to unduly stimulate effort by at present offering Prizes or Results Fees of amounts too large to be continued in future years.

Education.

The success which attended the introduction of the Preparatory Grade in 1892 was more than maintained in 1893, the numbers both of Boys and of Girls presenting themselves for examination being larger, and the proportion per cent. of those examined who passed having risen from Boys 61·2, Girls 47·8 in 1892, to Boys 62·4, Girls 56·3 in 1893.

No Examination in a separate Commercial Course was held in 1893, for the reasons given in the Report for 1892, but students in the Junior, Middle, and Senior Grades were allowed to present themselves for examination in Commercial subjects, and Special Certificates were issued in accordance with the following rule.

"The following students shall be deemed to have passed in the Commercial Course and Special Commercial Certificates will be granted to them, viz. :—

(*a*) Students who in the Junior and Middle Grades pass in the following subjects—

English, Ordinary and Commercial ; Arithmetic ; Book-keeping ; Algebra ; one of the following languages, including the Commercial portion—French, German, Italian or Spanish.

(*b*) Students in the Senior Grade who have previously obtained Special Commercial Certificates in a lower Grade, and who shall have passed in the following subjects—

English, Ordinary and Commercial ; Algebra and Arithmetic ; Shorthand, and one of the following languages, including the Commercial portion—French, German, Italian or Spanish."

Twenty-seven students (Boys) qualified for Commercial Certificates, and six Special Commercial Prizes were awarded.

In addition however to these students, very many others, who did not aim at obtaining Special Certificates, availed themselves of the privilege of presenting themselves for examination in one or more Commercial subjects, and the percentage of passes in each subject was on the whole satisfactory, and in some cases very high, as a reference to Table IV. will show.

An examination in Shorthand (Pitman's system) was held for the first time in 1893. Probably owing to the shortness of the time which candidates had for preparation the percentage of passes was low.

Detailed information respecting the answering of the students, Boys and Girls, in the different subjects will be found in the Extracts from the Reports of the Examiners (Appendix III).*

TABLE I.—Showing the Number of Students who presented themselves for Examination in the years 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, and 1893.

—	PREPARATORY GRADE.														
	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.
Boys, . .	–	–	–	–	–	–	–	–	–	–	–	–	–	1,429	1,773
Girls, . .	–	–	–	–	–	–	–	–	–	–	–	–	–	391	492
Total, .	–	–	–	–	–	–	–	–	–	–	–	–	–	1,820	2,265

* Copies of Extracts from the Reports of the Examiners were transmitted to all Managers of Schools in Ireland to whom Results Fees were paid in 1893.

TABLE I.—Showing the Number of Students who presented themselves 1886, 1887, 1888, 1889, 1890,

—	JUNIOR GRADE.														
	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.
Boys—of the prescribed age.	1,979	2,785	3,813	3,870	3,943	3,458	3,220	3,414	3,687	3,589	3,872	3,070	3,064	2,177	2,407
Do., Over-age,	184	144	94	101	99	86	76	103	81	125	101	94	107	–	260
Total,	2,163	2,929	3,907	3,971	4,042	3,544	3,296	3,517	3,768	3,714	3,973	3,164	3,171	2,177	2,667
Girls—of the prescribed age.	461	970	1,319	1,018	745	774	754	869	964	1,103	1,227	920	941	765	798
Do., Over-age,	60	60	30	13	12	17	19	14	8	12	17	13	13	–	59
Total, .	521	1,030	1,349	1,031	757	791	773	883	972	1,115	1,244	933	954	765	857
Gross Total,	2,684	3,959	5,256	5,002	4,799	4,335	4,069	4,400	4,740	4,829	5,217	4,097	4,125	2,942	3,524

—	SENIOR GRADE.														
	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.
Boys—of the prescribed age.	273	313	363	339	302	285	226	244	220	244	274	219	224	198	200
Do., Over-age,	100	99	39	17	15	15	9	6	13	7	10	11	4	7	49
Total, .	373	412	402	356	317	300	235	250	233	251	284	230	228	205	249
Girls—of the prescribed age.	49	87	131	121	119	100	74	99	85	109	131	122	94	81	86
Do., Over-age.	10	32	7	4	3	2	3	.	1	3	4	1	2	1	6
Total, .	59	119	138	125	122	102	77	99	86	112	135	123	96	82	92
Gross Total.	432	531	540	481	439	402	312	349	319	363	419	353	324	287	341

for Examination in the years 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1891, 1892, and 1893—*continued.*

Middle Grade.															
1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	—
550	681	791	790	638	543	564	547	579	569	547	534	433	483	503	Boys—of the prescribed age.
132	92	47	36	40	26	28	29	33	17	34	15	24	–	73	Do. Over-age.
682	773	838	826	678	569	592	576	612	586	581	549	457	483	576	Total.
111	251	295	297	236	187	198	207	250	271	304	229	241	227	242	Girls—of the prescribed age.
45	47	23	8	10	11	10	10	10	9	12	8	9	–	26	Do., Over-age.
156	298	318	305	246	198	208	217	260	280	316	237	250	227	268	Total.
838	1,071	1,156	1,131	924	767	800	793	872	866	897	786	707	710	844	Gross Total.

Total.															
1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	—
2,802	3,779	4,967	4,999	4,883	4,286	4,010	4,205	4,486	4,402	4,693	3,823	3,721	4,287	4,883	Boys—of the prescribed age.
416	335	180	154	154	127	113	138	127	149	145	120	135	7	382	Do., Over-age.
3,218	4,114	5,147	5,153	5,037	4,413	4,123	4,343	4,613	4,551	4,838	3,943	3,856	4,294	5,265	Total.
621	1,308	1,745	1,436	1,100	1,061	1,026	1,175	1,299	1,483	1,662	1,271	1,276	1,464	1,618	Girls—of the prescribed age.
115	139	60	25	25	30	32	24	19	24	33	22	24	1	91	Do., Over-age.
736	1,447	1,805	1,461	1,125	1,091	1,058	1,199	1,318	1,507	1,695	1,293	1,300	1,465	1,709	Total.
3,954	5,561	6,952	6,614	6,162	5,504	5,181	5,542	5,931	6,058	6,533	5,236	5,156	5,759	6,974	Gross Total.

TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1893.

DAY.	PREPARATORY GRADE.		JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Tuesday, 13th June.	Euclid, . . .	10–1	Euclid, . . .	10–1	Euclid, . . .	10–1	Euclid, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	French, . .	3–6	French, . . .	3–6	French, . . .	3–6	French, ...	3–6
Wednesday, 14th June.	English, . . .	10–1	English, ...	10–1	English, . . .	10–1	English, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	,, ...	3–6	,, ...	3–6	,, ...	3–6	,, ...	3–6
Thursday. 15th June.	Algebra, .	10–1	Algebra, . . .	10–1	Algebra, . . .	10–1	Algebra and Arithmetic, .	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	Arithmetic, . .	3–6	Arithmetic, . .	3–6	Arithmetic, . . .	3–6	Plane Trigonometry, . .	3–6
Friday, 16th June.	Drawing,		Drawing,		Drawing,		Drawing, Perspective; and Projection of Solids, Surfaces, and Shadows, . . .	10–11.30
	Freehand, . .	12–1.30	Practical Geometry,	10–11.30	Practical Geometry, .	10–11.30	Object, ...	11.30–1.30
			(*Interval.*)	11.30–12	(*Interval.*)	11.30–12	(*Interval.*)	1.30–3
			Freehand, . .	12–1.30	Freehand, .	12–1.30	Natural Philosophy, .	3–6
			(*Interval.*)	1.30–3	(*Interval.*)	1.30–3		
			Natural Philosophy, .	3–6	Natural Philosophy, .	3–6		
Saturday, 17th June.	Greek, ...	10–1	Greek, . . .	10–1	Greek, . . .	10–1	Greek, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	,, ...	3–6	,, ...	3–6	,, ...	3–6	,, ...	3–6
			Commercial—English,	10–1	Commercial—English, .	10–1	Commercial—English, . .	10–1
			(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
			Commercial—French,	3–4.30	Commercial—French, .	3–4.30	Commercial—French, . .	3–4.30
			Commercial—German,	4.30–6	Commercial—German, .	4.30–6	Commercial—German, .	4.30–6

[*continued.*

TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1893—*con.*

DAY.	PREPARATORY GRADE.		JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 19th June.	Latin, . . .	10–1	Latin, . . .	10–1	Latin, ...	10–1	Latin, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	„ . .	3–6	„ . . .	3–6	„	3–6	„	3–6
Tuesday, 20th June.	German, . .	3–6	Chemistry, . . .	10–1	Chemistry, . . .	10–1	Chemistry, ...	10–1
			(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
			German, . . .	3–6	German, . . .	3–6	German, ...	3–6
Wednesday, 21st June.	Italian, . . .	10–1	Italian or Spanish. .	10–1	Italian or Spanish, .	10–1	Italian or Spanish, . .	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	Celtic—Boys & Girls,	3–6	Celtic—Boys, . .	3–6	Celtic—Boys. . .	3–6	Celtic—Boys, . . .	3–6
			Domestic Economy,*	3–6	Domestic Economy,* .	3–6	Domestic Economy,* .	3–6
Thursday, 22nd June.			Book-keeping, . .	10–1	Book-keeping, . .	10–1	Elementary Mechanics,†	10–1
			(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
			Shorthand, . .	3–4.30	Shorthand, . . .	3–4.30	Shorthand.	3–4.30
			Commercial — Italian or Spanish, . .	4.30–6	Commercial—Italian or Spanish, . . .	4.30–6	Commercial — Italian or Spanish, . .	4.30–6
Friday, 23rd June.			Music,* . . .	10–1	Music,* . .	10–1	Music,*	10–1
			(*Interval.*)	1–4	(*Interval.*)	1–2.30	(*Interval.*)	1–4
			Botany,* . . .	4–6	Precis Writing, . .	2.30–4		
					Botany,* . . .	4–6	Botany,*	4–6
Saturday, 24th June.			Celtic—Girls, . .	10–1	Celtic—Girls, . .	10–1	Celtic—Girls, . . .	10–1

* Girls only.

† Boys only.

TABLE III.—Showing the number of Students who passed the Examination.

—	PREPARATORY GRADE.			JUNIOR GRADE.			MIDDLE GRADE.			SENIOR GRADE.			TOTAL.		
	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.
Boys—of the prescribed age, . . .	1,773	1,107	62·4	2,407	1,291	53·6	503	357	71·0	200	153	76·5	4,883	2,908	59·5
Do., Over age, . .	–	–	–	260	78	30·0	73	36	49·3	49	19	38·8	382	133	34·8
Total, . .	1,773	1,107	62·4	2,667	1,369	51·3	576	393	68·2	249	172	69·0	5,265	3,041	57·7
Girls—of the prescribed age, . . .	492	277	56·3	798	411	51·5	242	168	69·4	86	70	81·4	1,618	926	57·2
Do., Over age, . .	–	–	–	59	20	33·9	26	7	26·9	6	2	33·3	91	29	31·9
Total, ...	492	277	56·3	857	431	50·3	268	175	65·3	92	72	78·2	1,709	955	55·8
Gross Total, .	2,265	1,384	61·1	3,524	1,800	51·0	844	568	67·3	341	244	71·5	6,974	3,996	57·3

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

BOYS.

Preparatory Grade (Of the Prescribed Age).	Subjects.										
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.	Euclid.	Algebra.	Drawing.
Passed with Honors,	49	188	622	458	45	22	105	638	677	439	665
,, without Honors,	36	282	874	614	14	10	34	658	380	336	605
Failed,	46	415	263	494	2	12	14	449	571	558	96
Total Examined,	131	885	1,759	1,566	61	44	153	1,745	1,628	1,333	1,366
Proportion per cent. who passed with Honors,	37·4	21·2	35·4	29·2	73·8	50·	68·6	36·6	41·6	32·9	48·7
Ditto, without Honors,	27·5	31·8	49·7	39·2	22·9	22·7	22·2	37·7	23·3	25·2	44·3
Total Per-centage passed,	64·9	53·	85·1	68·4	96·7	72·7	90·8	74·3	64·9	58·1	93·
(Over Age).*											
Passed with Honors,											
,, without Honors,											
Failed,											
Total Examined,											
Proportion per cent. who passed with Honors,											
Ditto, without Honors											

* Over Age Students were not eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.																			
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.
Passed with Honors,	126	424	857	11	600	31	77	2	38	.	91	1	.	757	196	499	244	250	174	250	39
„ without Honors,	129	381	1,102	88	833	28	44	.	25		80	.	.	806	177	887	508	293	248	673	175
Failed,	206	772	419	79	837	37	45	1	11	.	25	.	.	811	136	942	1,365	347	269	533	271
Total Examined,	461	1,577	2,378	178	2,270	96	166	3	74	.	196	1	.	2,374	509	2,328	2,117	890	691	1,456	485
Proportion per cent. who passed with Honors,	27·3	26·9	36·	6·2	26·4	32·3	46·4	66·7	51·3	.	46·4	100·	.	31·9	38·5	21·4	11·5	28·1	25·2	17·2	8·
Ditto, without Honors,	28·	24·1	46·3	49·4	36·7	29·2	26·5	.	33·8	.	40·8	.	.	33·9	34·8	38·1	24·	32·9	35·9	46·2	36·1
Total Per-centage passed,	55·3	51·	82·3	55·6	63·1	61·5	72·9	66·7	85·1	.	87·2	100·	.	65·8	73·3	59·5	35·5	61·	61·1	63·4	44·1
(Over Age).																					
Passed with Honors,	1	13	35	.	10	2	1	.	.	.	2	.	.	51	20	12	4	9	2	9	1
„ without Honors,	10	51	138	5	73	3	2	.	2	.	3	.	.	98	19	92	38	19	22	41	9
Failed,	41	113	84	11	157	7	.	.	3	.	4	.	.	108	6	146	181	56	20	53	20
Total Examined,	52	177	257	16	240	12	3	.	5	.	9	.	.	257	45	250	223	84	44	103	30
Proportion per cent. who passed with Honors,	1·9	7·3	13·6	.	4·2	16·7	33·3	.	.	.	22·2	.	.	19·8	44·4	4·8	1·8	10·7	4·5	8·7	3·3
Ditto, without Honors,	19·2	28·8	53·7	31·2	30·4	25·	66·7	.	40·	.	33·3	.	.	38·1	42·2	36·8	17·	22·6	50·	39·8	30·
Total Per-centage passed,	21·1	36·1	67·3	31·2	34·6	41·7	100·	.	40·	.	55·5	.	.	57·9	86·6	41·6	18·8	33·3	54·5	48·5	33·3

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Middle Grade. (Of the Prescribed Age).	SUBJECTS.																				
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Precis Writing.
Passed with Honors,	88	174	145	29	108	31	36		25	.	42	.	.	243	29	292	116	68	44	47	4	7
„ without Honors	54	136	245	12	192	8	11	.	9	1	5	.	.	130	10	168	192	109	60	71	30	44
Failed,	59	96	109	4	177	9	7	.	1	1	3	1	.	75	15	38	154	92	33	94	47	21
Total Examined,	201	406	499	45	477	48	54	.	35	2	50	1	.	498	54	498	462	269	137	212	81	72
Proportion per cent. who passed with Honors,	43·8	42·8	29·	64·4	22·6	64·6	66·7	.	71·4	.	84·	.	.	48·9	53·7	58·6	25·1	25·3	32·1	22·2	4·9	9·7
Ditto, without Honors,	26·9	33·5	49·1	26·7	40·2	16·7	20·4	.	25·7	50·	10·	.	.	36·1	18·5	33·7	41·5	40·5	43·8	33·5	37·	61·1
Total Per-centage passed,	70·7	76·3	78·1	91·1	62·8	81·3	87·1	.	97·1	50·	94·	.	.	85·	72·2	92·3	66·6	65·8	75·9	55·7	41·9	70·8
(Over Age.)																					
Passed with Honors,	7	14	5	2	2	1	.	.	.	.	.	.	.	13	2	15	5	.	2	.	.	.
„ without Honors,	16	22	42	3	33	.	.	.	2	.	1	.	.	27	3	40	17	10	2	6	3	4
Failed,	19	26	24	.	32	2	1	.	1	.	.	.	.	31	3	16	45	12	4	10	6	5
Total Examined,	42	62	71	5	67	3	1	.	3	.	1	.	.	71	8	71	67	22	8	16	9	9
Proportion per cent. who passed with Honors.	16·7	22·6	7·	40·	3·	33·3	.	.	.	.	.	.	.	18·3	25·	21·1	7·5	.	25·	.	.	.
Ditto, without Honors,	38·1	35·5	59·1	60·	49·2	.	.	.	66·7	.	100·	.	.	38·	37·5	56·3	25·4	45·4	25·	37·5	33·3	44·4
Total Per-centage passed,	54·8	58·1	66·1	100·	52·2	33·3	.	.	66·7	.	100·	.	.	56·3	62·5	77·4	32·9	45·4	50·	37·5	33·3	44·4

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.																				
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Euclid.	Algebra and Arithmetic.	Plane Trigonometry.	Elementary Mechanics.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.
Passed with Honors,	34	101	129	8	119	5	22	.	18	.	13	1	.	71	30	58	15	28	24	16	.
„ without Honors,	43	54	52	2	46	2	6	.	9	1	1	.	.	86	84	53	29	43	10	11	3
Failed,	41	28	13	1	16	.	2	.	.	.	1	.	.	37	75	37	37	26	8	11	9
Total Examined,	118	183	194	11	181	7	30	.	27	1	15	1	.	194	189	148	81	97	42	38	12
Proportion per cent. who passed with Honors,	28·8	55·2	66·5	72·7	65·7	71·4	73·3	.	66·7	.	86·7	100·	.	36·6	15·9	39·2	18·5	28·9	57·1	42·1	.
Ditto, without Honors,	36·4	29·5	26·8	18·2	25·4	28·6	20·	.	33·3	·100	6·7	.	.	44·3	44·4	35·8	35·8	44·3	23·8	28·9	25·
Total Per-centage passed,	65·2	84·7	93·3	90·9	91·1	100·	93·3	.	100·	·100	93·4	100·	.	80·9	60·3	75·	54·3	73·2	80·9	71·	25·
(Over Age.)																					
Passed with Honors,	1	8	10	.	7	.	1	.	1	.	2	.	.	4	1	3	.	1	.	.	.
„ without Honors,	12	19	25	1	21	.		.	.	.	.	.	.	24	3	3	3	1	1	1	.
Failed,	20	17	14	1	16	.	.	.	.	.	.	.	.	20	38	12	8	15	3	5	1
Total Examined,	33	44	49	2	44	.	1	.	1	.	2	.	.	48	42	18	11	17	4	6	1
Proportion per cent. who passed with Honors,	3·	18·2	20·4	.	15·9	.	100·	.	100·	.	100·	.	.	8·3	2·4	16·7	.	5·9	.	.	.
Ditto. without Honors,	36·4	43·2	51·	50·	47·7	.	.	.	.	.	.	.	.	50·	7·1	16·7	27·3	5·9	25·	16·7	.
Total Per-centage passed,	39·4	61·4	71·4	50·	63·6	.	100·	.	100·	.	100·	.	.	58·3	9·5	33·4	27·3	11·8	25·	16·7	.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.																								
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Elementary Mechanics.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Precis Writing.
Passed with Honors, . . .	297	887	1,753	48	1,285	67	180	2	103	.	251	2	.	1,638	225	1,539	799	30	58	15	346	242	978	43	7
„ without Honors, . .	262	853	2,273	102	1,685	38	75	.	53	2	120	.	.	1,644	187	1,521	1,036	84	53	29	445	318	1,360	208	44
Failed, ...	352	1,311	804	84	1,524	46	56	1	24	1	43	1	.	1,335	151	1,588	2,077	75	37	37	465	310	734	327	21
Total Examined, . . .	911	3,051	4,830	234	4,494	151	311	3	180	3	414	3	.	4,617	563	4,648	3,912	189	148	81	1,256	870	3,072	578	72
Proportion per cent. who passed with Honors, ...	32·6	29·1	36·3	20·5	28·6	44·4	57·9	66·7	57·2	.	60·6	66·7	.	35·5	40·	33·1	20·4	15·9	39·2	18·5	27·5	27·8	31·8	7·4	9·7
Ditto, without Honors, .	28·7	27·9	47·1	43·6	37·5	25·2	24·1	.	29·4	66·7	29·	.	.	35·6	33·	32·7	26·5	44·4	35·8	35·8	35·4	36·5	44·3	36·	61·1
Total Per-centage passed, .	61·3	57·	83·4	64·1	66·1	69·6	82·	66·7	86·6	66·7	89·6	66·7	.	71·1	73·	65·8	46·9	60·3	75·	54·3	62·9	64·3	76·1	43·4	70·8
(Over Age.)																									
Passed with Honors, . . .	9	35	50	2	19	3	2	.	1	.	4	.	.	64	22	31	9	1	3	.	10	4	9	1	.
„ without Honors, . .	38	92	205	9	127	3	2	.	4	.	4	.	.	125	22	156	55	3	3	3	30	25	48	12	4
Failed, ...	80	156	122	12	205	9	1	.	4	.	4	.	.	139	9	182	226	38	12	8	83	27	68	27	5
Total Examined, . . .	127	283	377	23	351	15	5	.	9	.	12	.	.	328	53	369	290	42	18	11	123	56	125	40	9
Proportion per cent. who passed with Honors, ...	7·1	12·4	13·3	8·7	5·4	20·	40·	.	11·1	.	33·3	.	.	19·5	41·5	8·4	3·1	2·4	16·7	.	8·1	7·1	7·2	2·5	.
Ditto, without Honors, .	29·9	32·5	54·4	39·1	36·2	20·	40·	.	44·4	.	33·3	.	.	38·1	41·5	42·3	19·	7·1	16·7	27·3	24·4	44·6	38·4	30·	44·4
Total Per-centage passed, .	37·	44·9	67·7	47·8	41·6	40·	80·	.	55·5	.	66·6	.	.	57·6	83·	50·7	22·1	9·5	33·4	27·3	32·5	51·7	45·6	32·5	44·4

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Preparatory Grade.	Subjects.										
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.	Euclid.	Algebra.	Drawing.
Passed with Honors,	3	33	255	188	77	7	1	117	36	65	148
,, without Honors,	1	49	176	170	31	7	.	175	31	73	199
Failed,	5	56	60	115	17	5	.	196	86	117	56
Total Examined,	9	138	491	473	125	19	1	488	153	255	403
Proportion per cent. who passed with Honors,	33·3	23·9	51·9	39·7	61·6	36·8	100·	24·	23·5	25·5	36·7
Ditto, without Honors,	11·1	35·5	35·8	35·9	24·8	36·8	.	35·9	20·3	28·6	49·4
Total Per-centage passed,	44·4	59·4	87·7	75·6	86·4	73·6	100·	59·9	43·8	54·1	86·1
(Over Age).*											
Passed with Honors,											
,, without Honors,											
Failed,											
Total Examined,											
Proportion per cent. who passed with Honors,											
Ditto, without Honors,											

* Over Age Students were not eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.																								
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.
Passed with Honors,	3	54	289	.	231	2	120	.	20	.	1	.	.	103	15	44	12	1	1	43	41	201	244	3
„ without Honors,	4	54	382	2	350	.	76	.	12	.	1	.	.	280	12	110	97	4	.	41	187	204	407	12
Failed,	6	100	124	.	210	.	45	.	7	.	.	.	.	402	11	128	317	17	4	20	281	105	67	22
Total Examined,	13	208	795	2	791	2	241	.	39	.	2	.	.	785	38	282	426	22	5	104	509	510	718	37
Proportion per cent. who passed with Honors,	23·1	26·	36·3	.	29·2	100·	49·8	.	51·3	.	50·	.	.	13·1	39·5	15·6	2·8	4·5	20·	41·3	8·	39·4	34·	8·1
Ditto, without Honors,	30·8	26·	48·	100·	44·2	.	31·5	.	30·8	.	50·	.	.	35·7	31·6	39·	22·8	18·2	.	39·4	36·7	40·	56·7	32·4
Total Per-centage passed,	53·9	52·	84·3	100·	73·4	100·	81·3	.	82·1	.	100·	.	.	48·8	71·1	54·6	25·6	22·7	20·	80·7	44·7	79·4	90·7	40·5
(Over Age.)																								
Passed with Honors,	.	.	10	.	5	.	1	.	.	.	.	.	.	5	3	1	.	.	.	1	5	11	15	.
„ without Honors,	.	1	34	2	30	1	2		.	.	.	.	.	18	2	3	1	1	.	6	15	13	30	.
Failed,	.	3	15	.	24	.	4	.	2	.	.	.	.	33	1	9	25	1	.	.	21	12	3	2
Total Examined,	.	4	59	2	59	1	7	.	2	.	.	.	.	56	6	13	26	2	.	7	41	36	48	2
Proportion per cent. who passed with Honors,	.	.	16·9	.	8·5	.	14·3	.	.	.	.	.	.	8·9	50·	7·7	.	.	.	14·3	12·2	30·5	31·2	.
Ditto, without Honors,	.	25·	57·6	100·	50·8	100·	28·6	.	.	.	.	.	.	32·1	33·3	23·1	3·8	50·	.	85·7	36·6	36·1	62·5	.
Total Per-centage passed,	.	25·	74·5	100·	59·3	100·	42·9	.	.	.	.	.	.	41·	83·3	30·8	3·8	50·	.	100·	48·8	66·6	93·7	.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Middle Grade (Of the Prescribed Age).	SUBJECTS.																										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	Precis Writing.
Passed with Honors,	3	24	69	1	110	.	67	.	13	.	1	.	.	56	.	40	11	4	2	13	17	81	54	.	.
" without Honors,	2	24	144	.	98	.	25	.	4	.	1	.	.	91	2	48	57	2	1	9	46	62	129	.	1
Failed,	.	29	28	.	33	.	4	.	1	.	.	.	.	84	2	22	69	4	.	8	63	18	44	3	1
Total Examined,	5	77	241	1	241	.	96	.	18	.	2	.	.	231	4	110	137	10	3	30	126	161	227	3	2
Proportion per cent. who passed with Honors,	60·	31·2	28·6	100·	45·6	.	69·8	.	72·2	.	50·	.	.	24·2	.	36·4	8·	40·	66·7	43·3	13·5	50·3	23·8	.	.
Ditto, without Honors,	40·	31·2	59·7	.	40·7	.	26·	.	22·2	.	50·	.	.	39·4	50·	43·6	41·6	20·	33·3	30·	36·5	38·5	56·8	.	50·
Total Per-centage passed,	100·	62·4	88·3	100·	86·3	.	95·8	.	94·4	.	100·	.	.	63·6	50·	80·	49·6	60·	100·	73·3	50·	88·8	80·6	.	50·
(Over Age.)																									
Passed with Honors,	.	.	10	.	16	.	.	.	1	.	.	.	.	5	1	.	.	.	.	.	4	8	13	.	.
without Honors,	.	.	4	.	2	.	.	.	.	.	.	.	.	1	.	1	.	.	.	1	1	6	.	.	.
Failed,	1	1	12	.	8	.	1	.	1	.	.	.	.	18	.	2	3	1	.	2	12	4	7	.	.
Total Examined,	1	1	26	.	26	.	1	.	2	.	.	.	.	24	1	3	3	1	.	3	17	18	20	.	.
Proportion per cent. who passed with Honors,	.	.	38·5	.	61·5	.	.	.	50·	.	.	.	.	20·8	100·	.	.	.	.	.	23·5	44·4	65·	.	.
Ditto, without Honors,	.	.	15·4	.	7·7	.	.	.	.	.	.	.	.	4·2	.	33·3	.	.	.	33·3	5·9	33·3	.	.	.
Total Per-centage passed,	.	.	53·9	.	69·2	.	.	.	50·	.	.	.	.	25·	100·	33·3	.	.	.	33·3	29·4	77·7	65·	.	.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.																						
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Euclid.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.
Passed with Honors,	.	16	39	.	49	.	24	.	8	.	.	.	.	7	3	5	.	1	3	9	26	31	.
„ without Honors,	2	11	39	.	30	.	9	.	1	.	.	.	.	22	13	5	1	.	8	7	22	45	1
Failed,	2	6	8	.	6	.	1	.	.	.	.	.	.	14	29	13	1	.	3	7	4	8	.
Total Examined,	4	33	86	.	85	.	34	.	9	.	.	.	.	43	45	23	2	1	14	23	52	84	1
Proportion per cent. who passed with Honors,	.	48·5	45·3	.	57·6	.	70·6	.	88·9	.	.	.	.	16·3	6·7	21·7	.	100·	21·4	39·1	50·	36·9	.
Ditto, without Honors,	50·	33·3	45·3	.	35·3	.	26·5	.	11·	.	.	.	.	51·2	28·9	21·7	50·	.	57·1	30·4	42·3	53·6	·100
Total Per-centage passed,	50·	81·8	90·6	.	92·9	.	97·1	.	100·	.	.	.	.	67·5	35·6	43·4	50·	100·	78·5	69·5	92·3	90·5	·100
Over Age.																							
Passed with Honors,	.	.	1	.	1	.	1	.	.	.		.	.	.	.	.	.	.	.	.	.	1	.
„ without Honors,	.	.	3	.	1	.	.	.	.	.		.	.	.	.	.	.	.	.	2	3	3	.
Failed,	.	.	2	.	4	.	.	.	.	.	.	.	.	3	.	.	.	.	.	.	.	2	.
Total Examined,	.	.	6	.	6	.	1	.	.	.	.	.	.	3	.	.	.	.	.	2	3	6	.
Proportion per cent. who passed with Honors,	.	.	16·7	.	16·7	.	100·	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16·7	.
Ditto, without Honors,	.	.	50·	.	16·7	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100·	100·	50·	.
Total Per-centage passed,	.	.	66·7	.	33·4	.	100·	.	.	.	.	.	.	.	.	.	.	.	.	100·	100·	66·7	.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.																											
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Celtic.	Spanish.	Commercial Spanish.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	Precis Writing.
Passed with Honors, . . .	9	127	652	1	578	2	288	.	48	.	3	.	.	276	15	127	88	3	5	5	4	59	215	308	329	3	.
„ without Honors, .	9	138	741	2	648	.	141	.	24	.	2	.	.	546	14	211	227	13	5	7	1	58	439	288	581	13	1
Failed, ...	13	191	220	.	364	.	67	.	13	.	.	.	.	682	13	250	503	29	13	22	4	31	407	127	119	25	1
Total Examined, . . .	31	456	1,613	3	1,590	2	496	.	85	.	5	.	.	1,504	42	588	818	45	23	34	9	148	1,061	723	1,029	41	2
Proportion per cent. who passed with Honors, . . .	29·	27·8	40·4	33·3	36·3	100·	58·1	.	56·5	.	60·	.	.	18·3	35·7	21·6	10·7	6·7	21·7	14·7	44·4	39·9	20·3	42·6	32·	7·3	.
Ditto, without Honors, .	29·	30·3	45·9	66·7	40·7	.	28·4	.	28·2	.	40·	.	.	36·3	33·3	35·9	27·7	28·9	21·7	20·6	11·1	39·2	41·4	39·8	56·5	31·7	50·
Total Per-centage passed, .	58	58·1	86·3	100·	77·	100·	86·5	.	84·7	.	100·	.	.	54·6	69·	57·5	38·4	35·6	43·4	35·3	55·5	79·1	61·7	82·4	88·5	39·	50·
(Over Age.)																											
Passed with Honors, . . .	.	.	21	.	22	.	2	.	1	.	.	.	.	10	4	1	.	.	.	.	.	1	9	19	29	.	.
„ without Honors, . .	.	1	41	2	33	1	2	.	.	.	.	.	.	19	2	4	1	.	.	1	.	7	18	22	33	.	.
Failed, ...	1	4	29	.	36	.	5	.	3	.	.	.	.	51	1	14	28	.	.	2	.	2	33	16	12	2	.
Total Examined, . . .	1	5	91	2	91	1	9	.	4	.	.	.	.	80	7	19	29	.	.	3	.	10	60	57	74	2	.
Proportion per cent. who passed with Honors, . . .	.	.	23·1	.	24·2	.	22·2	.	25·	.	.	.	.	12·5	57·1	5·3	.	.	.	.	.	10·	15·	33·3	39·2	.	.
Ditto, without Honors, .	.	20·	45·	100·	36·3	100·	22·2	.	.	.	.	.	.	23·7	28·6	21·	3·4	.	.	33·3	.	70·	30·	38·6	44·6	.	.
Total Per-centage passed, .	.	20·	68·1	100·	60·5	100·	44·4	.	25·	.	.	.		36·2	85·7	26·3	3·4	.	.	33·3	.	80·	45·	71·9	83·8	.	.

TABLE V.—Showing the number of Students to whom £50 Prizes (Senior Grade), and Exhibitions were awarded.

——	Senior Grade, £50.	Middle Grade, £30 a year, tenable for two years.	Junior Grade, £20 a year, tenable for three years.	Preparatory Grade, £20 tenable for one year.	TOTAL.
Boys, . . .	15	36	129	111	291
Girls, . . .	7	17	41	28	93
Gross Total, .	22	53	170	139	384

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

——	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
BOYS:—				
Preparatory Grade,* . .	–	–	111	111
Junior „ . . .	31	38	45	114
Middle „ . . .	13	11	39	63
Senior „ . . .	8	9	27	44
Total, . . .	52	58	222	332
GIRLS:—				
Preparatory Grade,* . .	–	–	32	32
Junior „ . . .	10	22	37	69
Middle „ . . .	6	10	18	34
Senior „ . . .	4	6	8	18
Total, . . .	20	38	95	153
Gross Total, . .	72	96	317	485

* £1 Book Prizes, only, were awardable in the Preparatory Grade.

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 33).

—	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Spanish.	Total.
BOYS:—									
Preparatory Grade, £2, .	3	3	3	3	3	–	3	–	18
Junior „ £2, .	7	3	3	3	3	3	4	–	26
Middle „ £3, .	3	5	5	3	3	1	3	–	23
Senior „ £4, .	2	4	4	2	3	2	4	1	22
Total, . . .	15	15	15	11	12	6	14	1	89
GIRLS:—									
Preparatory Grade, £2, .	1	–	4	3	3	1	1	–	13
Junior „ £2, .	1	2	4	3	3	–	1	–	14
Middle „ £3, .	–	2	3	3	3	3	–	–	14
Senior „ £4, .	–	3	1	3	4	–	–	–	11
Total, .	2	7	12	12	13	4	2	–	52
Gross Total, . .	17	22	27	23	25	10	16	1	141

TABLE VIII.—Showing the number of Students to whom Special Commercial Prizes were awarded. (Rule 30A.)

—	Number.	Value.
BOYS:—		£
Junior, £10, ...	1	10
Do., £5, ...	1	5
Middle, £5, ...	4	20
Total, . . .	6	35

TABLE VIII.—ACCOUNTS of the BOARD (Local Taxation (Customs and Excise) Act) for the year ended 31st December, 1893.

(A) INVESTMENT ACCOUNT.

	Securities.	Cash.		Securities.	Cash.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Balance on 1st January, 1893,	66,966 15 9	—	Cash invested in Govt. Securities (as per Contra),	—	46,360 0 0
Transfer from Income Account,	—	46,360 0 0	Securities sold—viz. £28,500 Govt. 2¾ per cent. Stock,	28,500 0 0	27,914 11 9
Securities purchased—viz., Govt. 2¾ per cent. Stock,	46,735 11 1	—	Balance on 31st December, 1893,	85,202 6 10	—
Cash proceeds of Securities sold,	—	27,914 11 9			
£	113,702 6 10	74,274 11 9	£	113,702 6 10	74,274 11 9

(B) INCOME ACCOUNT.

	£ s. d.		£ s. d.
Balance on 1st January, 1893,	626 15 0	Exhibitions,	7,210 0 0
Share of Local Taxation Duties, 1892–1893,	44,164 4 11	Results Fees,	20,746 7 3
Interest of Securities,	2,406 1 3	„ in respect of the Year 1892,	4 15 0
Results Fees refunded, 1892,	0 16 0	Purchase of Govt. New 2¾ per cent Stock,	46,360 0 0
Proceeds of Sale of Stock,	27,914 11 9	Balance on 31st December, 1893,	791 6 8
£	75,112 8 11	£	75,112 8 11

TABLE IX.—ACCOUNTS of the BOARD (original

(A) CAPITAL

	Securities. £ s. d.	*Cash.* £ s. d.
Balance on 1st January, 1893,	1,013,425 17 1	—
Surplus Income (from Income Account),	—	8,000 0 0
Securities purchased, viz.—Government 2¾ per cent. Stock,	8,158 0 8	—
£	1,021,583 17 9	8,000 0 0

(B) INCOME

RECEIPTS.	£ s. d.	£ s. d.
In respect of the year 1892:—		
Cash Balance as per Report of 1892, £8,575 5 5		
Results Fees for 1882 to be refunded, 1 19 8		
	8,577 4 8	
Income Tax refunded,	812 10 0	
Results Fees refunded, 1892,	2 4 0	
Incidental Expenses Refunded,	22 12 5	
Sale of Publications,	92 11 0	
		9,507 2 1
[Cr. Balance, 1892, £9,297 19*s.* 8*d.*]		
In respect of the year 1893:—		
Interest of Securities,	32,981 7 8	
„ on Cash on deposit,	60 0 10	
Examination Fees,	923 1 6	
Do. (late) Fees,	3 7 0	
Sale of Waste Paper,	1 18 1	
Restitution,	1 15 0	
Refund by Writers,	0 1 8	
Petty Expenses Refunded,	0 4 9	
Sale of Publications,	97 7 10	
		34,069 4 4
* [Cr. Balance, 1893, £4,523 9*s.* 8*d.*]		
£		43,576 6 5

* The net liability against this Balance is estimated at £200.

Endowment) for the year ended 31st December, 1893.

ACCOUNT.

	Securities. £ s. d.	*Cash.* £ s. d.
Balance on 31st December, 1893,	1,021,583 17 9	—
Cash invested in Government Securities (as per Contra),	—	8,000 0 0
£	1,021,583 17 9	8,000 0 0

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
In respect of the year 1892 :—		
Administration—		
Incidentals,	32 5 5	
Printing and Stationery,	18 0 11	
Cost of Audit, 1892,	100 0 0	
		150 6 4
Examinations—		
Stationery,	26 9 3	
Petty Expenses,	0 13 10	
		27 3 1
Results Fees,	—	4 15 0
Minor Prizes,	—	6 0 0
Exhibitions,	—	20 0 0
Miscellaneous—		
Sale of Publications (Refund),	—	0 18 0
In respect of the year 1893 :—		
Administration—*		
Permanent Salaries,	2,936 15 6	
Writers,	431 2 2	
Rent,	64 12 4	
Printing and Stationery,	53 5 4	
Incidentals,	203 12 1	
		3,689 7 5
Examinations—*		
Examiners' Remuneration,	4,940 0 0	
Do., Locomotive Expenses,	49 9 11	
Do., Incidental and Petty Expenses,	7 0 7	
Centre Superintendents' Remuneration,	2,932 0 0	
Do., Locomotive Expenses,	422 14 7	
Do., Incidental and Petty Expenses,	262 8 1	
Hire of Rooms,	225 8 0	
Printing and Stationery,	1,137 6 0	
Petty Expenses,	739 14 1	
Locomotive do.,	5 17 6	
		10,721 18 9
Rewards—		
Money Prizes and Exhibitions, 1893 (new Awards),	3,430 0 0	
Retained Exhibitions of 1891 and 1892,	1,790 0 0	
Results Fees,	8,245 13 4	
Medals and Minor Prizes,	788 11 0	
		14,254 4 4
Miscellaneous—		
Income Tax to be refunded,	—	880 4 2
On account of Surplus Income (transferred to Capital Account),	—	8,000 0 0
Balance—		
Cash,	5,819 10 1	
Results Fees, overpaid in 1882 to be refunded by Teachers,	1 19 3	5,821 9 4
	£	43,576 6 5

* All Expenses of Administration and Examinations are paid out of the original Endowment of the Board, payments from the Local Taxation Grant being limited to Results Fees and rewards to Students.

TABLE X.—THE "BURKE MEMORIAL FUND."

ACCOUNT FOR THE YEAR ENDED 31ST DECEMBER, 1893.

CAPITAL ACCOUNT.

Government 2¾ per cent. Consols,	£1,222 18*s.* 11*d.*	Balance on Dec. 31, 1893, . .	£1,222 18*s.* 11*d.*

Income Account.

	£	*s.*	*d.*		£	*s.*	*d.*
Balance on 1st January, 1893, ...	0	0	9	Prizes (*vide* page vii.), ...	31	19	0
5 Jan., Quarter's Dividend on 2¾ per cent. Consols,	8	8	2	Printing and Stationery, ...	0	13	6
5 April, „ „ „ „ „	8	8	2	Balance on Dec. 31, 1893, ...	1	0	11
5 July, „ „ „ „ „	8	8	2				
5 Oct., „ „ „ „ „	8	8	2				
	£33	13	5		£33	13	5

Given under our Common Seal
this 25th day of May, 1894.

L.S.

Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY,
JOHN C. MALET, } *Assistant Commissioners.*

NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.
Right Hon. C. PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland, Vice-Chairman.
Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity College, Dublin.
The Right Hon. O'CONOR DON, D.L., LL.D.
Rev. W. TODD MARTIN, D.D., D.LIT.
DAVID G. BARKLEY, Esq., LL.D.
His Grace The Most Rev. WILLIAM J. WALSH, D.D., Archbishop of Dublin.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, LL.D.
JOHN C. MALET, M.A., F.R.S.

Appendix I.

List of Persons of whom a sufficient number will be selected with the approval of the Lord Lieutenant, to conduct the Examinations in 1893 (Rule 5).

Greek and Latin.

Armour, Rev. James B., M.A. (R.U.I.)
Barrett, Rev. R.
Beare, John I., M.A., F.T.C.D.
Bury, John B., M.A. (Dub.), F.T.C.D.
Butler, Rev. M. J., B.A., D.D.
Conan, Arthur, M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Crowe, Rev. Jeremiah, St. Patrick's College, Thurles.
Dickie, John, B.A. (Dub.), 1st Sen. Mod., T.C.D.
Dougan, T. W. (Cantab.), M.A., Ex-Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.
Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod., T.C.D., University Student.
Doyle, Charles F. M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Doyle, Robert, B.A. (Dub.), Moderator, T.C.D.
Glanville, F. C., B.A. (Dub.), Sen. Mod., University Student, T.C.D.
Hamilton, A. B., M.A., LL.B. (R.U.I.)
Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.
Hitchcock, Francis R. M., B.A., Dub., 1st Sen. Mod., Univ. Student, T.C.D.
Keene, Charles, M.A. (Dub.), Sen. Mod., T.C.D.
Kelly, Rev. J. J.
Kerin, R. C. B., B.A., 1st Class Classical Honours, London.
Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.
Mannix, Rev. D., Professor, St. Patrick's College, Maynooth.
M'Glone, Rev. Peter, D.D.
M'Neill, Hugh A., B.A., R.U.I.
M'Rory, Rev. Joseph, Professor, St. Patrick's College, Maynooth.
Molahan, John P., B.A. (Dub.), Sen. Mod., T.C.D.
Montgomery, Robert, M.A., University Student, (R.U.I.), B.A., 1st Class Classical Tripos, Cantab.
Montgomrey, Malcolm, M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Morgan, Rev. W. Moore, M.A., T.C.D.
Newsome, Clarence, M.A. (R.U.I.), Sen. Mod., T.C.D.
O'Farrell, Very Rev. J., Canon.
O'Neill, Rev. James.
Palmer, Arthur, M.A. (Dub.), F.T.C.D., Prof. of Latin, Univ. of Dublin.
Patton, Rev. Samuel, M.A.
Purser, Louis C., D.LITT., F.T.C.D.
Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.
Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork ; Ex-Fellow, Gonville and Caius College, Cambridge.
Rowan, William H., M.A., Univ. Student (R.U.I.)
Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.
Roberts, Theodore M., M.A. (Dub.)
Sandford, Philip George, M.A. (Dub.), Professor of Latin, Queen's College, Galway.

Starkie, W. J. M., M.A. (Cantab. and Dub.), F.T.C.D.
Thompson, D'Arcy W., M.A. (Cantab.), F.R.U.I., Professor of Greek, Queen's College, Galway.
Tyrrell, Robert Y., M.A., D.LITT. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.
Wilkins, Rev. George, M.A. (Dub.), F.T.C.D.
Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

ENGLISH.

Allen, Henry J., M.A. (Dub.), 1st Sen. Mod., T.C.D.
Armstrong, George F., M.A. (Dub.), F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.
Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.
Bastable, C. F., B.A., (Dub.), Prof. of Political Economy, Univ. of Dublin.
Boyd, Andrew, M.A. (R.U.I.)
Brown, Samuel Lombard, B.A. (R.U.I.)
Carmichael, Rev. Frederick F., LL.D. (Dub.)
Cherry, Richard R., M.A., LL.D. (Dub.), Reid Professor of Constitutional and Criminal Law, T.C.D.
Clancy, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.
Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
Colclough, John D.
Cooke, John, B.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
Coyne, William P., M.A. (R.U.I.)
Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.
Dixon, G. Y., M.A., T.C.D.
Dixon, W. M., B.A., LL.B., 1st Sen. Mod., T.C.D.
Donnellan, Rev. James, St. Patrick's College, Maynooth.
Donovan, R., B.A. (R.U.I.)
Evans, Rev. Henry, D.D.
Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.
Fitz-Henry, William A., M.A., LL.B.
Fogarty, Rev. M., St. Patrick's College, Maynooth.
Gilliland, W. L., B.A., LL.B. (Dub.), Senior Mod., T.C.D.
Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
Hardy, William J., LL.D. (Dub.), Sen. Mod., T.C.D.
Harrison, Thomas, B.A., LL.B. (R.U.I.)
Henry, Rev. J. Edgar, M.A. (R.U.I.)
Herdman, John O., M.A., Sen. Mod., T.C.D.
Humphreys, John, B.A.
Keane, A. H., B.A.
Kehoe, Daniel, B.A. (Dub.), Senior Mod., T.C.D.
Lennox, P. J., B.A. (R.U.I.)
Lyster, Thomas W., B.A. (Dub.), 1st Senior Mod., T.C.D., Assistant Librarian, National Library of Ireland.
M'Bride, Rev. J. B., B.A. (R.U.I.)
M'Donald, Rev. Walter, St. Patrick's College, Maynooth.
Magennis, William, M.A. (R.U.I.)
MacMullan, S. J., M.A. (R.U.I.), Professor of History and English Literature, Queen's College, Belfast.

Macran, Henry S., M.A., F.T.C.D.
Murphy, James.
Nash, Rev. Francis L., M.A. (Oxon.)
Newcombe, Rev. J. D. E., B.A., B.D. (Dub.), Sen. Mod., T.C.D.
Nicolls, Archibald J., LL.B. (Dub.)
O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.
O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.
Osborne, R. E., M.A.
Owens, Rev. R., St. Patrick's College, Maynooth.
Park, John, M.A. D.LITT. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
Rea, Rev. George T., M.A.
Redmond, Frederick, B.A. (Dub.), Sen. Mod., T.C.D.
Rolleston, T. W., B.A., T.C.D.
Rowley, James, M.A., Professor of Modern History and English Literature, University College, Bristol.
Scratton, Thomas, B.A. (Oxon.)
Smyth, Rev. J. Paterson, B.A., LL.B. (Dub.), Sen. Mod., T.C.D.
Stanton, Lucy Vere.
Steele, L. Edward, B.A. (Dub.), Professor in the Church of Ireland Training College, Kildare-place.
Story, Mary, M.A., University Student, R.U.I.
Taylor, John F.
Welland, Rev. Charles W., B.A. (Dub.), Sen. Mod., T.C.D.
Whelan, Rev. Denis, St. John's College, Waterford.
Whitty, R. C. J., B.A. (Dub.), Sen. Mod., T.C.D.
Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
Witherow, J. M., M.A. (R.U.I.)
Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.

French.

Amours, F. J., B. es L. French Master, Glasgow Academy.
Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., South Wales, Cardiff.
Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.
Barrère, A., Prof. of French, Royal Military Academy, Woolwich.
Boielle, James, B.A. (Paris).
Bue, Henry, B. es L. (Univ. Gall.)
Cogery, A., B.A., L.L. (Paris), Examiner in French, Trinity Coll., London.
D'Auquier, Rev. E. C., M.A. (Cantab.)
D'Auquier, T. C.
Dupuis, Alexandre L., B.A.
Egerton, Charles W., M.A. (Dub.), Senior Mod., T.C.D.
Hogan, Rev. J. F., St. Patrick's College, Maynooth.
Janau, Elphege, Assistant Examiner in the University of London.
Ludwig, A., B.A. (Univ. Gallic).
M'Weeney, Edmond J., M.A., M.B. (R.U.I.)
Massé, J. F. P.
Miget, N., B. es L.
Näf, Otto C., M.A., London.
Nolan, Pierce L., B.A.
O'Donnell, B. L., Examiner in Mod. Languages, R.U.I., Officier d'Academie.
Oger, V., French Lecturer, Univ. Coll., Liverpool.
Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.
Voegelin, A., B.A. (London).

GERMAN.

Bewerunge, Rev. H., St. Patrick's College, Maynooth.
Buchheim, C. A., PH.D., Prof. of German in King's College, London.
Fischer, E. L.
Hager, Herman, PH.D.
Heinemann, N., Prof. of German, Crystal Palace School of Arts & Sciences.
Hennig, Curt, M.A.
Lange, Franz, PH.D., Prof. of German, Royal Mil. Academy, Woolwich.
Meissner, A. L., PH.D., Prof. Modern Languages, Queen's Coll., Belfast.
Oswald, E., M.A., PH.D. (Goettingen), Instructor in German to the Royal Naval College, Greenwich.
Schlomka, C., M.A., PH.D.
Selss, Albert M., M.A., LL.D. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.
Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.

ITALIAN.

Farinelli, A., B.A., Professor of Italian, University College, London.
Morosini, Francesco.
O'Keeffe, Rev. Barth. A., D.D.
Ricci, Luigi, Prof. City of London College.

CELTIC.

Connolly, William P., B.A.
Flannery, T., London.
Hogan, Rev. Edmund, S.J.
Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.
McCarthy, Rev. B., D.D.
Molloy, John, B. es L.
Murphy, Rev. James E. H., M.A. (Dub.), Ex-Siz., Bedell Sch., T.C.D.
O'Duffy, Richard J., Hon. Sec., Society for the Preservation of the Irish Language.
O'Growney, Rev. Eugene, Professor, St. Patrick's College, Maynooth.
Olden, Rev. Thomas, M.A.

MATHEMATICS.

Alexander, J. J., M.A., (R.U.I.), B.A. (Cantab.)
Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E., Professor of Mathematics, Queen's College, Cork.
Ball, Sir Robert S., Knt., LL.D. (Dub.), F.R.S., Lowndean Professor of Astronomy and Geometry, Univ. of Cambridge.
Bergin, William, M.A. (Dub.), Sen. Mod., T.C.D.
Bernard, Rev. J. H., M.A., B.D. (Dub.), F.T.C.D.
Browne, J. J.
Burnside, Wm. S., M.A. D.SC. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.
Carroll, Rev. P. J.
Coates, W. M., M.A. (Dub.), B.A. (Cantab.), Sen. Mod., T.C.D., Fellow of Queen's College, Cambridge.
Culverwell, Edward P., M.A., F.T.C.D.
Dawson, H. G., B.A. (Dub.), 1st Sen. Mod., T.C.D., M.A. (Cantab.), Fellow of Christ's College, Cambridge.
Dickey, Rev. R. H. F., M.A., B.D.
England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.

Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
Graham, Christopher, M.A. (Dub. and Cantab.), 1st Sen. Mod., T.C.D. Ex-Fellow, Gonville and Caius College, Cambridge.
Griffin, Gerald.
Griffin, Robert W., LL.D. (Dub.)
Hughes, Rev. William, D.D. (Dub.)
Inwood, Thos. W., B.A., Professor of Mathematics, St. Gregory's College, Downside, Bath.
Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Joly, C. J., M.A., 1st Sen. Mod., University Student, T.C.D.
Judge, Rev. Thomas E., St. Patrick's College, Maynooth.
Kelly, Patrick.
Larmor, Joseph, M.A. (R.U.I.), M.A. (Cantab.), Senior Wrangler, Fellow of St. John's College, Cambridge, F.R.S.
Lawlor, Rev. H. J., B.D. (Dub.), Sen. Mod., T.C.D., Univ. Student.
Leebody, John R., D.SC. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
M'Weeney, Henry C., M.A. (R.U.I.), Sen. Mod. (T.C.D.)
Minchin, George M., M.A. (Dub.), Professor of Applied Mathematics, Royal Indian Engineering College, Cooper's Hill.
Moran, Rev. Francis, M.A. (Dub.)
O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.
Orr, William M'F., M.A. (R.U.I.), Sen. Wrangler, Fellow of St. John's College, Cambridge; Prof. of Applied Mathematics and Mechanism, Royal College of Science, Ireland.
O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.
Panton, Arthur W., M.A., D.SC. (Dub.), F.T.C.D.
Power, Rev. Thos. R., Prof. of Mathematics, St. Patrick's Coll., Thurles.
Rambaut, Arthur A., M.A., D.SC., Astronomer Royal of Ireland.
Rea, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kildare-place.
Roberts, William R. Westropp, M.A. (Dub.), F.T.C.D.
Russell, R., M.A. (Dub.), F.T.C.D.
Smith, Charles, M.A. (R.U.I.), 1st Sen. Mod. (T.C.D.), Univ. Student.
Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
Warren, Rev. Isaac, M.A.
Yates, James, B.A., Sen. Mod., T.C.D.

Arithmetic and Book-keeping.

Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
Bond, H. S., Royal Bank of Ireland.
Dowling, E. Hughes, Math. Tutor, University College, Stephen's-green, Dublin.
Dowling, P. A. E., B.A.
Ellis, Wm. E., M.A., LL.B. (Dub.), Local Gov. Auditor, Ireland.
Farrelly, Daniel.
Fitzpatrick, S., Prof. of Math., Catholic Training Coll., Drumcondra
Irwin, Rev. Charles K., D.D. (Dub.)
Macbeth, Rev. John, LL.D. (Dub.)
O'Brien, Edward T., Accountant, Mining Company of Ireland.
Sutcliffe, Rev. Thomas, B.A. (Dub.)
Tristram, Rev. John W., M.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.
Warnock, Rev. W. J., B.A., (R.U.I.)
Whitton, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

Anderson, Alexander, M.A., Fellow of Sydney Sussex College, Cambridge, Professor of Natural Philosophy, Queen's College, Galway.
Barrett, W. F., F.R.S.E., Professor of Physics, R.C.SC.I.
Brown, Wm., Demonstrator in Physics, Royal Coll. of Science, Dublin.
Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.
Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.
Fitzgerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.
Joly, John, D.SC., F.R.S.
Keoghan, Rev. Patrick, B.A. (R.U.I.)
Larmor, Alex., M.A. (R.U.I.), B.A. (Cantab.), Fellow of Clare College, Cambridge.
Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.
Oram, John E., M.E. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., Univ. of Windsor, N.S.
Preston, Thomas, M.A. (Dub.), F.R.U.I., Sen. Mod., T.C.D.
Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.
Stewart, John Huston, B.A., F.R.U.I., B.SC. (London); Professor of Experimental Physics, University College, Dublin.

CHEMISTRY.

Adeney, Walter E., F.I.C., A.R.C.SC.I.
Bell, Chichester, M.B. (Dub.), Sen. Mod., T.C.D.
Campbell, John, M.B. (Dub.), F.R.U.I., Professor, University Coll., Dub.
Davy, Edmund W., M.A., M.D. (Dub.)
Dixon, Augustus E., M.D., F.C.S., Prof. of Chemistry, Queen's Coll., Cork.
Falkiner, Ninian M., M.B., M.CH. (Dub.), F.C.S.I.
Lapper, Edwin, L.K.Q.C.P.I., Lec. in Chem., Ledwich School of Medicine.
Letts, Edmund A., PH.D., F.C.S., Prof. of Chemistry, Queen's Coll., Belfast
Maccallan, John, Laboratory, Royal College of Surgeons, Ireland.
M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.
Moss, Richard J., F.C.S., F.I.C., Registrar and Chemical Analyst, Royal Dublin Society.
Pratt, J. Dallas, M.A., M.D.
Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.
Robertson, Mary W., M.A. (R.U.I.)
Rowney, Thomas H., D.SC. (R.U.I.), PH.D., ex-Professor of Chemistry, Queen's College, Galway.
Werner, Emil A., F.C.S.

BOTANY.

Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Natural History, Queen's College, Galway.
Boulger, G. S., F.L.S., F.G.S.
Dixon, Henry H., B.A., Sen. Mod., T.C.D.
Hartog, Marcus M., M.A., D.SC., F.L.S., F.R.U.I., Prof. Nat. Hist., Queen's College, Cork.
Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.
Pim, Greenwood, M.A. (Dub.), Sen. Mod., T.C.D.
Sigerson, George, M.D., M.CH. (R.U.I.)
Wilson, Andrew, PH.D., F.R.S.E., F.L.S.
Wright, Ed. Perceval, M.D. (Dub.), Prof. of Botany, Univ. of Dublin.

Drawing.

Atkinson, George M., Exam., Science and Art Dept., South Kensington.
Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.
Carroll, John, Art Master, Hammersmith Training College.
Conan, Florence.
Craister, Walter, Head Master, Government School of Art, Stevenson Memorial Hall, Chesterfield.
Crowther, W. E.
Harris, Robert, Art Master, St. Paul's School, London.
Jackson, Joshua, Art Master, Manchester Grammar School.
Keogh, Alice M.
Langman, A. W. F., Senior Drawing Inspector to the London School Board.
Lindsay, Thomas M., Drawing Master, Rugby School.
O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
Prendergast, P. J., C.E.
Rawle, John S., F.S.A.
Scully, T., B.E. (R.U.I.)
Vinter, J. A., London.

Theory of Music.

Allison, H., MUS.D. (Dub.)
Elliott, Stanislaus.
Garrett, George, MUS.D., M.A. (Cantab.)
Gater, William H., B.A., MUS.D. (Dub.)
Gick, Thomas, MUS.D. (Dub.)
Goodwin, W. G.
Hanratty, J. H.
Hoffmann, F.
Houghton, Edward.
Jozè, T. R. G., MUS.D. (Dub.)
Kerbusch, L., MUS.D. (Dub.)
Malone, Robert, MUS.D. (Dub.)
Marks, J. Chr., MUS.D. (Oxon.)
Marks, T. Osborne, MUS.D.
Rogers, Brendan J.
Seymour, Joseph, MUS. B.
Smith, Joseph, MUS.D. (Dub.)
Taylor, Charlotte M., MUS.B. (R.U.I.)

Domestic Economy.

Barlow, Jane.
Barrington-Ward, M. J., M.A. (Oxon.), H. M. Inspector of Schools.
Gallaher, Fannie M.
Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.
Moore, Louisa.
Todd, Mary B.

Shorthand.

Ball, Rev. William J.
Holt, Henry.
Hunt, Henry.
Ryan, Charles.

APPENDIX II.

LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO CONDUCT THE EXAMINATIONS IN 1893.

GREEK AND LATIN.

Doyle, Charles F., M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.
M'Rory, Rev. Joseph, Professor, St. Patrick's College, Maynooth.
Molohan, John P., B.A. (Dub.), Sen. Mod., T.C.D.
Montgomery, Robert, M.A., University Student (R.U.I.), B.A., 1st Class Classical Tripos, Cantab.
Morgan, Rev. W. Moore, M.A., T.C.D.
Sandford, Philip, M.A., Professor of Latin, Queen's College, Galway.
Starkie, W. J. M., M.A. (Cantab. and Dub.), F.T.C.D.
Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Prof. of Greek, Univ. of Dublin.
Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

ENGLISH.

Allen, Henry J., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Clancy, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.
Colclough, John D.
Dixon, W. M., B.A., LL.B., 1st Sen. Mod., T.C.D.
Donnellan, Rev. James, St. Patrick's College, Maynooth.
Donovan, R., B.A. (R.U.I.)
Fitzgibbon, Henry M., M.A. (Dub.), Sen. Mod., T.C.D.
Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
Nicolls, Archibald J., LL.B. (Dub.)
Owens, Rev. R., St. Patrick's College, Maynooth.
Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
Steele, L. Edward, B.A. (Dub.), Professor in the Church of Ireland Training College, Kildare-place.
Story, Mary, M.A., University Student, R.U.I.
Taylor, John F., B.A.

FRENCH.

Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. College, South Wales, Cardiff.
Egerton, Charles W., M.A. (Dub.), Senior Mod., T.C.D.
M'Weeney, Edmond J., M.A., M.B. (R.U.I.)
Oger, V., French Lecturer, Univ. Coll., Liverpool.
Nolan, Pierce L., B.A.
Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.

GERMAN.

Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.

SPANISH.

Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.

ITALIAN.

Farinelli, A., Professor of Italian, University College, London.

CELTIC.

Murphy, Rev. James E. H., B.A. (Dublin), Ex-Siz., Bedell Sch., T.C.D.

MATHEMATICS.

Bergin, William, M.A. (Dub.), Sen. Mod. T.C.D.
Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
Griffin, Gerald.
Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Joly, C. J., M.A., 1st Sen. Mod., University Student, T.C.D.
Kelly, Patrick.
M'Weeney, Henry C., M.A., (R.U.I.), Sen. Mod. (T.C.D.).
Power, Rev. Thos. R., Prof. of Mathematics, St. Patrick's Coll., Thurles.
Roberts, William R., M.A. (Dub.), F.T.C.D.
Russell, R., M.A. (Dub.), F.T.C.D.

ARITHMETIC AND BOOK-KEEPING.

Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
Dowling, P. A. E., B.A.
Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
Whitton, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

Lennon, Rev. Francis, D.D., Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
Stewart, John Huston, B.A. (R.U.I.), B.SC. (London); Professor of Experimental Physics, University College, Dublin.

CHEMISTRY.

Letts, Edmund A., PH.D., F.C.S., Prof. of Chemistry, Queen's College, Belfast.

BOTANY.

Sigerson, George, M.D., M.CH. (R.U.I.).

DRAWING.

Crowther, W. E.
Langman, A. W., Senior Drawing Inspector to the London School Board.
Prendergast, P. J., C.E.
Scully, T., B.E. (R.U.I.).

THEORY OF MUSIC.

Jozé, T. R. G., MUS.D. (Dub.).

DOMESTIC ECONOMY.

Barlow, Jane.
Gallaher, Fannie M.

SHORTHAND.

Holt, Henry, B.L.
Ryan, Charles.

Appendix III.

EXTRACTS FROM THE REPORTS OF THE EXAMINERS, 1893.

GREEK.

Preparatory Grade.—First Paper.—Boys.

Report of Rev. W. Moore-Morgan, ll.d.

Questions 1 and 2 (*nouns* and *adjectives*) were well answered by a large number of Students. The same can be said of the answers to Question 4 (*numerals*).

Question 3 (*meanings of certain grammatical terms*) was entirely passed over by many, and in other cases quite misunderstood. The general answering on Question 5 (*verbs*) has not been accurate or complete. Very few could parse the words in section (*b*). Question 6 (*Syntax*) has been fairly well done by many. In Composition, Honour marks (35 per cent.) have been gained by only 17 boys (under 13 per cent. of the whole number examined). This can scarcely be considered a satisfactory result. Even with the considerable help given, the great majority showed ignorance of the constructions to be exemplified.

Preparatory Grade.—First Paper.—Girls.

Report of Rev. W. Moore-Morgan, ll.d.

Only 9 girls were examined in this paper. Of these, 3 answered over 35 per cent. in Grammar and Composition, 2 passed, and 4 failed altogether. Only one paper of answers showed decided merit; the rest, even when qualifying, were far behind. The above figures show an average result rather less satisfactory than the answering of the boys in the same paper.

Junior Grade.—First Paper.—Boys.

Report of Rev. W. Moore-Morgan, ll.d.

Of the 517 (465 under age, 52 over age) Candidates examined in this paper 47 per cent. scored "Honour" marks in Grammar and Composition; 23 per cent. scored only "Pass" marks, while the remaining 30 per cent. failed altogether.

On the whole, this may be considered a fairly satisfactory return, especially as a considerable number of the answers showed proofs of intelligent and accurate preparation. It is decidedly in advance of the answering of the Junior Grade Candidates examined by me in Latin; and I consider the results in Greek to be much the more encouraging.

In Grammar, the majority of the candidates answered well in Questions 1 and 2 (*nouns* and *adjectives*); but in Question 4 (*a*) (*verbs*) the results were less satisfactory, very few being able to give the several forms correctly. No. 4 (*b*) (*accentuation*) was well done in only a few instances; while a large number showed a clear knowledge of the *Syntax* involved in Questions 5 and 6.

Very few left the Composition altogether untried; while not a few attempted it with very encouraging results, and the best amongst these showed unusual intelligence and accuracy.

On the other hand it was surprising to find how many who did well in Grammar and Composition neglected the translation from Lucian altogether, and even many of those who did attempt it produced very poor results. Still the average merit of the translation work was decidedly higher than in the translation from Corn. Nepos in the Latin papers; and the English of the versions was more idiomatic than in the corresponding renderings from the prescribed Latin author.

The Questions in *Lucian* (9 and 10) were, on the whole, well answered

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Junior Grade.—First Paper.—Girls.

Report of Rev. W. Moore-Morgan, ll.d.

Twelve girls were examined in this paper. Of these 6 answered over 35 per cent. in Grammar and Composition, 2 passed, and 4 failed altogether. It is hard to draw any general inference when the number of those examined is so small; but the above figures indicate an average result remarkably similar to that of the boys' answering in the same paper.

Middle Grade.—First Paper.—Boys and Girls.

Report of W. J. M. Starkie, m.a.

The answering in Grammar was fairly satisfactory. Most candidates seemed to have been well grounded in the ordinary rules of Accidence and Syntax. The answers to the third question in grammar were, however, unsatisfactory. It would be well that teachers should devote more attention to the general rules of accentuation, a thorough grasp of which lies at the foundation of all scientific knowledge of Greek.

The Composition was, on the whole, well done. Many candidates displayed a thorough mastery over the general laws of construction in Greek.

The passages set for translation were accurately rendered, and the questions correctly answered, but the acquaintance with the matter of the book displayed was very imperfect.

Senior Grade.—First Paper.—Boys.

Examiner—R. Y. Tyrrell, d.litt.

The answering in this Grade was remarkably good. I do not remember having been more pleased with the answering in any grade at any of the Examinations in which I have taken part under the Intermediate System.

The translation from the prescribed book, *Demosthenes de Corona*, was excellent. Many, it will be observed, gained full marks for all the three passages, and hardly any failed to show some real knowledge of the work.

The Composition was very well done. Hardly any of the candidates failed to get some mark, and many (I fancy most) got above 40 per cent. I ascribe this result partly to the fact that I was fortunate enough to light on an extract from the works of Burke which was really steeped in Demosthenic phraseology. There is not a sentence in the passage set which is not full of Demosthenic phrases and terms of expression. I could not have set a piece more thoroughly imbued with Demosthenic style, unless I had taken a translation of Demosthenes, a course to which there are many objections. I was glad to find that the passage, redolent as it was of Demosthenes, suggested to very many of the candidates the very words and phrases which they had met in the *De Corona*.

Even in compositions where ability to use the language was hampered by imperfect acquaintance with forms, one could see that a sense of style was present.

The Grammar was good, especially the Syntax.

SENIOR GRADE.—FIRST PAPER.—GIRLS.

Report of R. Y. TYRRELL, D.LITT.

I have no communication to make on the boys which is not equally applicable to the girls in this grade.

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of Rev. E. MAGUIRE, D.D.

The answering in this grade was eminently satisfactory, so far as the mere translation of the selections prescribed in the Programme was concerned. Indeed the number of total failures was exceptionally small.

Not unnaturally, however, a want of finish was a very conspicuous and a very general defect. Even the youngest of the candidates could have been trained to cultivate neatness, attention to the proper use of capital letters, the avoidance of such a vulgarism as the insertion of a singular verb in supposed agreement with a plural noun, &c. Obviously, some teachers expended entirely too much time and energy on drilling their boys into an accurate, it may be, but purely mechanical rendering of the Greek text into stereotyped English forms. Hence, though singularly high marks were scored by the answers to Questions 1 and 2, those who showed themselves fully able to deal with the class of questions exemplified in Nos. 3 and 5—which suppose a knowledge of grammar and idiom—formed a deplorably small minority.

More than eighty-five per cent. translated *μὴ θεῖν δρόμῳ*, "not to run at the double," while it was evident that many of them had but the vaguest idea of the meaning. My estimate of the answers in History is that they were far superior in merit to those I examined in the Junior Grade in previous years. There is only one point I should like to call attention to on this subject, and I shall illustrate my meaning by Question 8. "Describe the route taken by Xerxes from Abydos to Salamis." The majority of the competitors, who touched on the matter at all, described the relative strength of the Persian and Greek armies, the panic created by the invasion, the result, &c., but carefully avoided to say one word about the route. Candidates should be taught to scan closely the precise meaning of each question before proceeding to deal with it.

Preparatory Grade.—Second Paper.—Girls.

Report of Rev. E. Maguire, D.D.

The Answer-books were models of neatness. Many of the defects, however, that have been pointed out in the Report on the Boys' papers were equally visible here. Indeed Questions 3 and 5 were but very indifferently treated. A few of the answer books showed a wonderful grasp of the structure of Greek sentences, and an extensive vocabulary, by the accuracy with which the "Translation at Sight" was rendered. The answering in History was also very satisfactory.

Junior Grade.—Second Paper.—Boys.

Report of R. Y. Tyrrell, D.Litt.

It seems highly desirable to continue the practice of requiring a word for word rendering of part of the passages set. It will be seen that in many cases candidates who obtained full marks for the (*b*) passage got none for the (*a*). I gave no credit to candidates who failed in the word for word translation. Many of them took Προϊούσης as a proper name, translating the rest fairly correctly, or gave a fairly accurate version of the passage, but quite failed to fit the right English word to the Greek rendering, for instance, many of them construed εἰκὸς, "when". I think it would be advisable in the Preparatory and Junior Grades to require word for word translation throughout. But the candidates should be taught so to take the words as to make sense, and form a sentence. For instance, many of the candidates gave renderings such as this:—"προιούσης (advancing), μέν τοι (however) νυκτὸς (of the night)." In these cases I fancy their teachers had neglected to show them the nature of the exercise required of them. They seemed to think it was sufficient to give the meaning of each word, without indicating the sentence formed.

The Geography was, as a rule, poor, but the answering in History was fairly good.

The translation of the unprescribed Greek was not worse than I remember it to have been. It would lighten the task of the Examiners if the candidates were directed to observe the order of the questions, not to leave blank sheets between the answers in the answer books, and to be careful to prefix the proper number to each answer.

Junior Grade.—Second Paper.—Girls.

Report of R. Y. Tyrrell, D.Litt.

The answering of the girls in this Grade (12 in number), did not suggest any special comment. The comments made on the answering of the boys are equally applicable to them.

MIDDLE GRADE.—SECOND PAPER.—BOYS.

Report of P. SANDFORD, M.A.

In the Middle Grade (Boys) Greek there were some good papers, and not many blank, or practically blank. But the average answering was not high, owing to the comparative failure of a large number in Translation at sight, which in value represents nearly half the second paper. The prescribed book, Xenophon, Cyropaedia, Book I., was thoroughly made up, but the general run of the papers seemed to show that this book was treated too much as an end in itself, and not enough as a means towards the acquisition of a mastery of the language. I cannot but think that if some of the earnest attention that was evidently devoted to preparing this book with the aid of translations had been given to learning Greek from it, the result would have been far more satisfactory. The failure was more striking in the case of the passage set from the Iliad. I do not know what was the character of the answering in the prescribed book of the Iliad, but an intelligent study of even one book of Homer should have given greater knowledge of his language and style than was exhibited in the large majority of translations of this not very difficult passage. The Grecian History was, in general, very fairly, and in some cases well answered. The teaching of this subject seems to be thorough and intelligent, and the clear and direct answering of many of the papers was very satisfactory. I should not omit a word of commendation of the neatness, good writing, and correct spelling which characterised many of the answer books.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of P. SANDFORD, M.A.

The few papers that were sent in showed that some girls, at all events, were taking advantage of the mental training to be gained from a study of Greek, and had reached a stage in the knowledge of the language at which they will find it constantly growing in value and interest. Xenophon's Cyropaedia, Book I., was very carefully studied, though perhaps with too much reliance on the aid of English translations. This was apparent in the renderings of the passages set for translation at sight, which were not so good as the translation of the prescribed work would lead one to expect. The Grecian History questions were very fairly answered; but I would venture to caution students against regarding history as a collection of isolated facts, though these necessarily form a considerable portion of an examination paper.

SENIOR GRADE.—BOYS.—SECOND PAPER.

Report of JOHN P. MOLOHAN, M.A.

The translation of the passages from the Phoenissae by the boys of the Senior Grade was, on the whole, very good—the style and accuracy of many of the renderings reaching a very high standard of excellence. It gives me great pleasure to be able to make the same report about a

large number of the unseen translations, though—as was to be expected—the per-centage of those who failed to obtain 25 per cent. of the marks for the unseen translation is much higher than that of those who failed in the translation of the Phoenissae. The answers to Questions 2, 3, 4, 5, were not so good as the translation. Students ought to master thoroughly the structure of the Iambic Trimeter. I marked the question on Scansion leniently, giving full marks whenever the lines were correctly scanned. The small number who quoted rightly any of the lines required in answer to Question 5, shows the advantage—a point to which I have called attention in my report on the Senior Grade, Girls, Second Greek Paper—of learning by heart striking lines and passages from the authors the students are reading.

A large proportion failed to obtain pass marks in History, though the answering of those candidates who knew the History was good.

I would impress on students, that they should answer the whole of a question together, instead of answering part of it on one sheet and part on another, mixed up with other answers. This causes unnecessary trouble, and delays the correction of the papers.

SENIOR GRADE.—GIRLS.—SECOND PAPER.

Report of JOHN P. MOLOHAN, M.A.

The girls of the Senior Grade translated the passages from the Phoenissae in a fairly satisfactory manner, both as regards accuracy and style. The answering to the questions on the prepared work was also fair. Question 5 was answered correctly by none of the candidates—which shows that more attention should be paid to learning by heart striking lines of passages from the authors. The unprepared passages were translated fairly by about half the candidates, which is creditable, as correct translation at sight is one of the best tests of a sound knowledge of a language. The History was not so well known. Some of the candidates did not attempt the History questions at all. I have to add that the papers were done with considerable neatness. On the whole, the answering did not reach as high a standard as that of the boys of the same Grade.

LATIN.

PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Report of J. P. MOLOHAN, M.A.

The answering in the Latin Grammar of the Preparatory Grade was exceedingly creditable, some of the candidates obtaining nearly full marks. The number of those who got Honour marks in Grammar and Composition is much larger than that either of those who passed or of those who failed. In Latin Composition separately, a very large proportion failed to obtain 25 per cent. of the marks assigned to that subject, though I marked generously, awarding marks wherever the candidate showed any knowledge of the construction required. Some of the candidates, however, translated the sentences into Latin with great accuracy, showing a knowledge of the difference between English and Latin idioms that is very encouraging.

The translation of the Nepos selections was fairly known. A number of the candidates did not appear to understand what was meant by "word for word" translation. Many gave the Latin word, and then the English meaning as in a dictionary; others again simply gave the English translation without the Latin word; and in one case, at least the English meaning was given as in a vocabulary, without the Latin at all. In several of the papers there was evidence of the translation having been learnt by heart from translations.

As in my report on the Senior Grade Boys, Second Greek Paper, I wish to impress on the candidates of the Preparatory Grade also, that they should answer the whole of a question together, instead of answering part of it on one sheet and part on another, mixed up with other answers. It is advisable, too, that each answer should be separated from the preceding one by a line or two. In some cases there have been two different answers on the same line crowded together, so that it was extremely difficult to distinguish them. All this inconvenience could be avoided by a little care on the part of the candidates.

Preparatory Grade.—First Paper.—Girls.

Report of R. Y. Tyrrell, D.Litt.

The answering in Grammar was good, but the translation into Latin was wretched. A very large proportion of the candidates had not an idea about the grammatical structure of a sentence, did not, indeed, know that any structure at all was required. Verbs and prepositions governing the nominative were quite common, the rules of concord were ignored (though often rightly laid down in answer to Question 6), and a deficient Latin vocabulary was eked out by French and German words, or by English words with Latin terminations.

The translation from Latin into English was fairly good, but I have to repeat emphatically my conviction that the teachers do not explain to their pupils the nature of the exercise required from them when they are asked to render a passage "word for word." They think they are to give the English of each word, regarded as a word, standing alone, and not as a part of a sentence. Thus:—*Quum*, (when), *Lac.* (the Lacedaemonian's), *quererentur* (might, could, would, or should complain), *opus* (a work), *fieri* (to become), *eum* (him), *que* (and), *conari* (to try), *fallere* (to deceive), &c.

It is plain that this kind of rendering leaves the Examiner in doubt as to whether the candidate knew the meaning of the sentence, and the word for word part of the paper goes for very little.

It would be useful to a large number of the candidates to be told that the Latin word given as a help in the translation into Latin must undergo inflexion when it forms part of a sentence.

Junior Grade.—First Paper.—Boys.

Report of Rev. W. Moore Morgan, LL.D., W. J. M. Starkie, F.T.C.D., P. Sandford, M.A., and Herbert Wilson, M.A.

The answering in Grammar was below the average of recent years. Most of the candidates displayed astonishing ignorance of the simplest rules of Accidence and Syntax.

Questions 2 (*nouns*) and 4 (*b*) (conjugation of *verbs*) produced very inaccurate answers; while 3 (*a*) (comparison of *adjectives*) and 5 and 6 (Syntax) seemed much more familiar to the students. The tendency

to neglect the plain essentials of sound grammatical knowledge, and to devote undue attention to mere abnormalities (which are supposed to pay at an examination), is one that should be checked. A surprisingly large number failed to decline *iter* and *dies* (Question 1).

The sentences set for Composition were, on the whole, very badly done, the most ordinary rules being frequently violated.

The translations from Latin into English were generally good, and the questions on the author were well answered.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of R. Y. TYRRELL, D.LITT.

The answering in Grammar was good. The translation from Nepos, the prescribed book, was, as a rule, very disappointing. When the prescribed course is so short it seems to me that there is no excuse for bad mistakes about the meaning of words and sentences. Want of preparation ought to be visited heavily when the course is so short.

The misapprehension about the "word for word" translation was as marked here as in the other cases to which I have already called attention.

The Composition was exceedingly poor, though not so bad as in the Preparatory Grade. There was a good deal of ignorance of the most rudimentary principles of government and concord, but not so widely spread as in the Preparatory Grade.

MIDDLE GRADE.—FIRST PAPER.—BOYS.

Report of P. SANDFORD, M.A.

The First Paper (Latin) of the Middle Grade embraced the Examination in Grammar, Composition, and one of the prescribed books — the Second Philippic of Cicero. In Grammar the questions on Accidence were as a rule better answered than those on Syntax. Though there were some excellent papers, comparatively few were clear of a large number of minor inaccuracies. The question on Prosody was as a rule well answered and helped many students to "Pass" or "Honours," who, but for this, would have failed. The Prose Composition was in a large number of cases unsatisfactory, because the nature of the inaccuracies showed of how much better the writers were capable—their errors seemed due to want of practice in the application of knowledge actually possessed. A little more training in self-criticism would probably have prevented the occurrence of many of these blunders; and I would respectfully suggest to teachers and students that this might be secured by repetitions of the same pieces of composition or re-translation, and by oral instruction in composition. Verse composition is still lamentably weak. The very full paraphrase should have made it an easy matter for numbers of the students, who have acquired the knowledge of Prosody exhibited in the answering to Question 6, to have done much better in this subject. Many made no attempt at all, and comparatively few of those who did attempt the Verse, in spite of great leniency, received half marks.

The Second Philippic of Cicero was carefully and intelligently studied—the three selected passages were in the majority of the papers fairly rendered, in some cases admirably, in a way that showed that not only was the Latin thoroughly understood, but that a promising attempt was made at a good English style. An unintelligent use of

English translations was less apparent than in the papers I examined last year, while the very general answering of the subsidiary question, proved that most of the students had read the speech "with their eyes open."

MIDDLE GRADE—FIRST PAPER—GIRLS.

Report of P. SANDFORD, M.A.

The answering of the seventy-eight Middle Grade Girls' Latin papers was, as a whole, satisfactory. The prescribed book—Cicero's Second Philippic—has evidently been carefully and thoroughly prepared, and I did not notice so much of the enervating effects of an unintelligent use of translations as in last years' papers. In Grammar most of the students answered fairly, particularly in the accidence, but the large number of slight inaccuracies proved disastrous to many, and rendered some of the knowledge they seemed to possess ineffectual. The neat style of nearly all the papers deserves high commendation. The girls seem to have paid more attention to prosody than those I examined last year, though the attempts at Verse Composition were very feeble, and betrayed a lamentable want of practice. Some of the papers evinced capability, and it is disappointing to think how very little trouble taken with this excellent means of education would have produced much better results. The Prose Composition was better than last year, but still disfigured, in almost all cases, by numbers of inaccuracies and blunders that might have been easily avoided. Such can only be eliminated by intelligent practice. It seemed to me that the training in many cases consisted in exercises written, corrected, and laid aside. If teachers and students would determine not to consider they have gained all that is to be gained from an exercise till it can be done perfectly by the student without aid, I venture to think much result-less labour would be saved and much disappointment averted. All through the paper the superiority of those who knew a little well over those who knew more in a slovenly manner was very striking.

SENIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of W. J. M. STARKIE, M.A.

The answering in Grammar was unsatisfactory. Most candidates seemed to have been trained on very unscientific principles. For example, it was generally thought that any subjunctive could be explained by the statement that it was indefinite, and that all particles give emphasis to the sentences. The Composition was admirably done. In my experience of the answering in the Senior Grade in past years, I have never seen as good work sent in. It may fairly be said that ninety per cent. of the compositions were written in good straightforward Latin.

The passages set for translation were well done, and the questions fairly well answered.

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of Rev. E. MAGUIRE, D.D., and Rev. JOSEPH M'RORY.

The answering of the "Preparatory Boys" on the second paper was on the whole very creditable for boys so young. Of course failure was to be expected in some cases, but we think it will be found that the number of failures this year is comparatively small.

We should like that some schools would give more practice in written examinations, as in not a few cases boys with a fair amount of information, owing we believe to want of practice, succeeded in writing only very indifferent papers. Neatness in form, precision in language, and attention to punctuation marks, can be secured only by constant training.

Fortunately for the candidates, the number of questions in parsing, on this paper, was very limited. A very small percentage of the answer-books obtained anything like a respectable recognition of merit in the marks awarded. So easy a grammatical form as *usta sit*—the order of the words was *sit usta*—presented a difficulty that few attempted to grapple with: it was parsed fully and correctly by not more than half-a-dozen candidates altogether. Indeed, simple though it is, this was the most puzzling word proposed for parsing. The answering in case of the others was equally disappointing.

The translation was all round surprisingly good, seeing how inadequate an idea the examinees possessed of the force and forms of grammatical inflections.

Preparatory Grade.—Second Paper.—Girls.

Report of Rev. Joseph M'Rory.

The answering this year was fairly good.

In some cases, however, even where there was a tolerable attempt at translation, there seemed to be an almost total ignorance of Latin Grammar, indicating that the student had merely committed the translation to memory. Needless to say, a student can make no progress in the study of Latin until she has some idea of the declensions and conjugations, and while, as occurred in several instances, a candidate speaks of the genitive case of a verb or the present tense of a noun, the teacher must feel that it is a waste of time, as well as a necessary cause of serious mental confusion, to permit her to begin translating.

Junior Grade.—Second Paper.—Boys.

Report of Charles F. Doyle, m.a., Rev. Joseph M'Rory, and Robert Montgomery, m.a.

The translation from the prescribed Verse Author was on the whole very well done. There was, however, about the renderings of particular lines a uniformity of phrase which suggests the common and undue use of English versions. The questions on Virgil were not well done as a rule. In many cases they were answered quite at random with an idea, evidently, that it would serve some good purpose to introduce a technical grammatical phrase, one which the student had probably heard and used many times in class, but had never awakened to the meaning of. The translations at sight were of various degrees of merit. Among the unsuccessful attempts were many that gave the meanings of the words correctly, but utterly failed to make sense out of the passage. On the whole, however, we consider there is an improvement in this department. The History was in general satisfactorily answered.

In comparison with previous years within our experience we notice a general improvement in method and style, except in the one important particular that we have drawn attention to.

The best suggestion we can make to Teachers and Students is to deal with Grammar and Translation as one and the same study, and to bear in mind that the learning of forms and rules is useful as a means rather than valuable as an end.

JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of CHARLES F. DOYLE, M.A.

This paper comprised passages for translation from the prescribed book of Virgil, questions arising out of that book, passages for translation at sight (prose and verse), and questions in Roman History.

The answering all round was good, and in very many cases was distinctly higher than the average of the boys' answers to the same paper that came under my notice: this may be partly accounted for by the fact, that the girls who take up Latin are those who have shown an aptitude in that direction, whereas most boys are put to it as a matter of course, often with little or no result. The least satisfactory portion of the answers was given to the grammatical questions on the text: here, as in the case of the boys, it would appear as though the Students had fallen into the error of looking on Grammar as a distinct branch or subject, without reference to its application.

I think it well here to call the attention of Students and Teachers to an impression that appears to be prevalent (especially among girl candidates), that all questions set at examinations contain catches or pitfalls. I have no doubt that this often leads to a wrong answer being given, where the candidate really knows the right one, but is afraid to put it down, as being too regular or straightforward.

MIDDLE GRADE.—SECOND PAPER.—BOYS.

Report of R. MONTGOMERY, M.A.

The answering in this paper was highly satisfactory. The renderings of the prescribed passages showed careful preparation, and were, in most cases, marked by accuracy and a considerable degree of elegance. In the scansion a great deal of guess work was evident, and when an explanation or comment was attempted, it, as a rule, only served to betray the gross ignorance of the writer with regard to the elementary rules of Prosody.

The renderings of the unprescribed passages were much above the average, being generally good, and in many cases excellent. The high standard of the answering in this part of the paper is most satisfactory, and shows that the students have, generally speaking, obtained a good grasp of their subject. The Roman History questions were, as a rule, answered in a full and intelligent manner. Altogether the uniform excellence of the answering, in all parts of the paper, gives proof of careful and conscientious work on the part of both teachers and pupils.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of R. MONTGOMERY, M.A.

The answering in this paper was, as a whole, satisfactory, but inferior to that of the boys. The renderings of the passages from the prescribed author gave proof of a very general use of translations, and accuracy was often sacrificed in an attempt to use showy expressions. The short passages to be annotated were, generally speaking, not well done, and the scansion exhibited a great deal of guess work. The unprescribed passages were better done than might have been expected, but a large proportion of the candidates failed to extract any sense from the passage from Virgil. The History questions were very fully answered by

many of the candidates, most of whom, however, insisted on dragging in a great amount of altogether unnecessary matter. In this respect, girls ought to practice conciseness and brevity of expression, and to remember that it is a mistake to give information that is not asked for.

SENIOR GRADE.—SECOND PAPER.—BOYS.

Report of Rev. E. MAGUIRE, D.D.

It is a noteworthy fact that only a very small percentage of the candidates failed to attempt every single question on this paper. The number, too, of those who scored more than half of the total marks, was unusually, and, I think, unprecedentedly large. Whether it was the result of carelessness or of want of knowledge, however, many gross and easily avoidable errors were exhibited in common by a not insignificant number of the competitors. To take an example from the very first question, it is difficult to account for the fact that "rumpat" is not unfrequently rendered, in the Answer-books, as if it were of the indicative mood, and the meaning of the whole sentence thus destroyed. Boys ought to be trained to keep their eyes open to the import of the various inflections, and not to rest satisfied with a careless glance at the mere outline of a word. Again, in the sentence of the unprescribed prose selection commencing :—

Moram pugnae attulit quod Hasdrubal notavit, &c.

"moram" was by several candidates translated "manner," while a very large section failed to see that the subject of "attulit" was the sentence following it.

The mythological and historical references, so common in Horace, are evidently little attended to. A considerable number of marks was thus forfeited.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. E. MAGUIRE, D.D.

Higher marks have been assigned to one of the very limited number of Answer-books than have ever been awarded before in this section of the Senior Grade Latin, so far as I am aware. A few others, too, have secured a most creditable percentage, and the answering in general was eminently satisfactory.

The "Ars Poetica" appears to present many stubborn difficulties even to gifted and highly educated girls. Neither do they find themselves quite at home in attempting to translate unseen poetry from advanced authors.

ENGLISH.

PREPARATORY GRADE (BOYS).—FIRST PAPER.

Report of R. DONOVAN, B.A.

We examined the papers of the boys of the Preparatory Grade in English Composition, Grammar, and Scott's "Lay of the last Minstrel." Two hundred and sixty two of the candidates obtained fifty per cent., or more, of the marks assigned to these subjects of the English programme.

The papers showed on the whole an improvement on those examined in the same grade last year. We noted with special satisfaction that some of the more glaring and general defects upon which the examiners animadverted last year, were neither so general nor so obtrusive in the papers of the boys examined this year.

In Composition there were fewer failures, and the number of candidates whose compositions reached an average standard of merit was greater. Not a few of the compositions were very good indeed. The best were written on the subject of "An Irish Fairy Tale." Many of the stories were vivaciously and characteristically told. A great many candidates selected "A Country Drive or Walk in Winter" as the subject of their composition. The compositions on this theme revealed a suprisingly general ignorance of the ordinary phenomena to be seen in the course of an excursion through the country during the winter season. Only a very small number of the candidates relied on, or recalled, their own experiences or observations in describing the drive or walk. The incidents were in most cases invented, and many of the candidates, who were evidently city-bred boys, showed complete ignorance of the simpler natural changes that follow the succession of the seasons. One boy found in the course of his walk on a winters day "a bird's nest with four eggs." Another heard the song of the nightingale in the course of his ramble. Another told how, after having enjoyed himself skating, he proceeded to an orchard where gooseberries, apples, and strawberries were to be found growing in profusion and full maturity under the winter sun. Only one boy displayed any knowledge of the elements of natural history. The candidate whose whole available knowledge of the country was summed up in the statement that "the country is one of the best places for crops to grow," was a typical instance. This rather too common defect suggests the idea that the boys are not trained in the use of their eyes as well as they might be, and that it would be well if they were exercised somewhat more frequently in writing simple descriptions of what they see. The presence of vulgarisms and provincialisms was not general. The use of the singular verb with the plural noun was to be met with more frequently than one would have expected. And the description of the Lady of Branksome as "the widow Buccleuch," was more familiar than elegant.

The answering in *Grammar* was good. In defining the *passive voice* a great many of the candidates confounded "agent" with "nominative," and "object" with "objective case," and showed that they did not apprehend the distinction between the grammatical form and the thing, or the relation, expressed. The *Parsing* was not so good as last year.

The Cantos of Scott's "Lay of the Last Minstrel" appointed for examination were closely studied by most of the candidates. A few evidently confined their attention to composition and grammar altogether And there was evidence that others failed to completely understand the text which they committed to memory. The verse forms were more generally preserved in the quotations this year than last year.

It is satisfactory to be able to report that the recommendations of the Examiners with regard to the teaching of punctuation and orthography have borne fruit. There is still great room for improvement. But the absence of full stops and capital letters was the exception, not the rule, this year.

PREPARATORY GRADE—FIRST PAPER.—GIRLS.

Report of L. EDWARD STEELE, M.A.

I have been particularly pleased with the answering of the girls in this Grade, a great deal of intelligence having been displayed. As far as neatness and orderliness are concerned, when the age of the candidates is taken into consideration, the Answer Books deserve much praise. The almost universal practice of dealing with the questions in their numerical order is particularly gratifying to an Examiner.

The favourite subject for Composition was "A country drive or walk in Winter," few, comparatively speaking, caring to attempt (*b*) "Use lessens marvel," but I was surprised to find so few writing "An Irish Fairy Tale." Several, however, substituted the well-worn and most un-Irish tales of "Jack and the Bean stalk" or "The Three Wishes," and one or two ingeniously attempted to give an Irish colouring to these and similar tales by an alteration in locality and names. Many pretty and most praiseworthy essays were returned on "A country drive or walk in Winter," and a large number already exhibit considerable facility in expressing themselves clearly and happily. The handwriting was good, and the spelling very fair. But I would urge that every effort should be made by teachers to check the use of vulgarisms, such as "When I *do be* walking," "I went *for to* get," the use of "slippy" for "slippery"; the amalgamation of "*all right*" and "*at all*" into single words—these vulgarisms and mistakes being all of very frequent occurrence.

The grammar questions were, on the whole, very satisfactorily answered, but much difficulty was experienced in dealing with Question 3—"What is meant by the Passive voice?"—the answers "that it denotes an action which took place at some past time," or that "it is constructed with the verb *to be*, and the past participle of some verb," having been given over and over again.

In the parsing, hardly any failed to parse the three "*thats*" in (*a*) and (*b*), but those who parsed "*maid*" in (*b*) and "*hair*" in (*e*) might be numbered on one's fingers. In (*c*) "*sight*" was frequently parsed as objective to "*endure.*"

In the Lay of the Last Minstrel, the knowledge of the *facts* of the poem, which was tested by Questions 5 and 7, was excellent. In the answers to Question 6 (where particular attention was drawn to the necessity for correct punctuation and use of capitals), it was pleasant to see the evident efforts of the candidates to attend to the directions. But there was a great deal of *phonetic* spelling in these quotations, showing that mere parrot-like recitation without understanding of the words, was put upon the paper. The proper names throughout the answers were badly mangled, and more attention should be paid to this point.

Question (8) severely tested the difference between mere knowledge of the explanation of individual words and phrases, and a knowledge of the context; with the result that many failed entirely to appreciate the question. Extraordinary confusion prevailed in many cases in the application of the words "Waspish, arch, and litherlie," the meanings of each being freely interchanged. About a dozen candidates ventured to explain "*ribbed aisle,*" and not many successfully interpreted "keystone," which was over and over again explained as "a stone key for locking the door of the aisle."

But these are criticisms which apply to individual cases more than to the general result, which I should like again to say was most promising and satisfactory.

JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of W. M. DIXON, LL.B.; H. MACAULAY FITZGIBBON, M.A.; and MARY STORY, M.A.

On the whole the answering was quite up to the average of former years. This was especially so in the *Grammar;* at least one question therein (question 2), was answered more or less fully by almost all candidates. As on former occasions, the vast majority of the students relied too much on mere mechanical learning by rote without apparently grasping the meaning of the rules or being able to apply them in practice. Hence, many who answered the direct questions in Grammar excellently, showed, throughout their papers, a total ignorance or disregard of the very rules involved in the answers they had just given. We would therefore urge that more attention should be paid to Composition—which is more effectual in teaching Grammar and correct modes of expression, than any mere repetition of rules—and that a larger proportion of the Grammar marks should be assigned to grammatical accuracy displayed in the Essay and in the paper generally.

Hardly any candidates answered the parsing question fully—the nominative absolute proving a stumbling-block to very many. The majority, however, showed a fair knowledge of parsing. A considerable number of candidates parsed all the words in the sentences, and not merely, as requested, the *italicised* ones. In the same way, many quoted long passages from "Rokeby" which were not asked.

Of the subjects for Composition, "A Fight by Sea or Land" was the favourite; the essays were, however, decidedly monotonous, and many seemed to be reproduced from books. Hardly any candidates attempted any originality in their treatment of the subjects. "A kind action is never lost," called forth the same illustrative anecdotes again and again, some of which anecdotes were absolutely pointless. Many Compositions showed considerable fluency, but the spelling and punctuation were, as a whole, decidedly bad, and a very considerable want of neatness and accuracy was displayed, even in some of the Compositions, which were otherwise among the best.

As regards the "Rokeby" questions, the answering was, as a whole, good; but, as usual, many candidates displayed a much more intimate knowledge of the notes (more or less accurate), given in some text-books, than of the poem. This was especially shown by the small proportion of candidates who answered questions 7*a* and 8 (especially the latter) accurately and fully, whereas many candidates attempted question 9 only. A very large proportion appeared not to have prepared the "Rokeby" at all, and therefore did not attempt to answer *any* questions out of that portion of the course. Very many misunderstood the word "simile" used in question 6.

Many candidates omitted to prefix the numbers of the questions to the answers, and others separated the various portions of the answers—in some cases several pages intervening between the two or more portions of a single answer. This gave the Examiners much extra trouble.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of JOHN PARK, D.LITT.

I examined this year in English, 854 girls (Junior Grade) in Composition, Grammar, and Scott's *Rokeby*.

I have not examined since 1888, and I think I can report an average

improvement, especially in writing, spelling, and punctuation, and in close attention to the rules given to candidates.

The essays were, as a rule, well written, correctly spelled, fairly punctuated, and expressed with moderate propriety and clearness. The most frequent errors were prolixity, attempts to force a moral, and an exaggerated tone which implied great inexperience, or inattention to the strength and the scope of assertions. The prize compositions were very good, though not original or brilliant; they were negatively rather than positively excellent, but they did reach a high point of negative merit, and were really respectable and interesting.

The answering in Grammar was good, and, I think, better than I had in former years; but few candidates parsed *fully* the words prescribed, or parsed them *uniformly well*; very few parsed correctly "*themselves*," and "*parole*" (Question 5 *d. e.*); some drew rather ludicrous distinctions (Question 4), such as, "*my*" is used when a thing belongs to me, "*mine*" when it belongs to me and another as well: or '*my*' when it refers to me, '*mine*' when it *perhaps* does not; or '*an*' is used of persons, '*a*' of things without life, &c., &c.

Scott's *Rokeby* was usually very well prepared, and well understood. I noticed some errors in spelling that seemed to be caused by a kind of context—sympathy (or attraction) of the visible form,—'*tightles*' and '*sligh*' for example;—there were often curious misconceptions,—four or five girls taking *simile* as *smile*, and referring to Oswald's smile of revenge, Wilfred's smile of jealousy, and Matilda's smile of kindness and several guessed wildly the allusions in connexion with *Runic*, *pageant*, and *Tanistry*;—but the work was, on the whole, fairly well done, and often exceedingly full and accurate.

I may add that the marking and examining would be conducted with greater ease, and perhaps, precision, if candidates would be more careful to number their answers correctly, and not to resume the same question with intervals of two or three pages.

Middle Grade.—First Paper.—Boys.

Report of L. Edw. Steele, m.a.

I have this year examined the papers of the Middle Grade Boys, and having last year performed a similar work with those of the girls of the same grade, am in a position to make some comparisons. Last year my complaint that too much time was evidently devoted to the compositions, to the detriment of the questions in Grammar and Literature, does not hold good on this occasion, the candidates having in almost every case judiciously gauged their time; and this too when the subjects for composition were more attractive. Indeed the compositions have reached a high level this year. The subject—"'Tis distance lends enchantment to the view" was the favorite, and produced many good efforts, although the pessimistic philosophical reflections were strangely at variance with the views of life which one associates with boyhood. Very gratifying to their teachers would be the perusal of the compositions on "Obedience is the bond of Rule" returned by their pupils;—the schools from which the writers come must be, if their high ideals are carried out, very Elysiums. But the best compositions were written on the subject of "The incidents of a heroic deed." Some were quite admirable, alike in grammar, expression, and dramatic power. The hand-writing on the whole was not by any means so good as last year with the girls, and the punctuation was

very poor. It is surprising how few recognise in practice the difference between "comma" and "full stop." The old complaint of the confusion in the use of "shall" and "will" may very justly be made this year; ignorance cannot be pleaded as an excuse, for Question 2 in the Grammar Section, which dealt with this point, was well answered by nearly every candidate.

In comparing the answering in Grammar with that of the girls, the most obvious improvement was in the case of the analysis. While last year there was quite a breakdown, this year, with few exceptions, the analysis was at all events attempted, and in many instances most successfully.

The questions which gave most trouble were:—

"Q. 4 (*a.*) asking for "three *uses* of the subjunctive mood." If the candidate happened to know by heart the book-rules it was all right, but if not, the attempt to reason out an answer was very unsatisfactory.

Q. 5. In the parsing, hardly any parsed correctly the word *arm* in subsection (*c*), the commonest answer was "*arm* nominative case to clothed;" next to this, most difficulty was experienced in dealing with (*d.*) "*generally speaking*, these things are true."

The literature questions which drew on the *memory*, such as quotations and the writing of explanatory notes, were, on the whole, as well answered as need be, but it was most disappointing to find that Q. 8 (*a.*) which called for a little more intimate knowledge of the subject matter of the poem, and a little intelligence, should have been so rarely attempted. Again, the historical allusion to the downfall of Poland in Q. 8 (*b.*) was in too many cases badly explained, a large number exhibiting total ignorance of the century in which the events occurred.

The answering in the 'Morte d'Arthur' was very good.

Middle Grade.—First Paper.—Girls.

Report of R. Donovan, B.A.

The answering of the Middle Grade Girls was, speaking in general, fair. The compositions of the candidates were, with few exceptions, good, and were in not a few cases excellent in substance, form, and style. Some of the essays on the quotation from Tennyson—"Obedience is the bond of rule"—missed the point of the saying and were merely compositions on the virtue of obedience. Others of the candidates gave a bald exposition and exemplification of the literal and obvious meaning of the line from Campbell, "'Tis distance lends enchantment to the view." But though the matter of the compositions was often trite and commonplace, almost all the candidates were able to write grammatically and fluently.

The answering to the questions on *Grammar* was the least satisfactory feature of the papers. Almost all the candidates were awarded good marks for *Analysis*. This is the special addition made to the Junior Grade Course in the programme of examinations for the Middle Grade. The nature of the answering suggests the idea that in grammar the attention of the candidates was almost altogether devoted to the new matter, and that, instead of devoting themselves to a minuter study of the subjects named in the Junior Course, they depended altogether on their previous knowledge. The results show a larger proportion of failures in Grammar than the nature of the questions explains or justifies. Nor is the neglect of the subject warranted by its unimportance. Of course there are theorists who contend that there is no such thing as

English Grammar, and that correctness in English writing is to be attained otherwise than by the study of grammatical generalisations and rules. But few would contend that a knowledge of the rules for the use of "shall" and "will," an acquaintance with the past and present functions of the Subjunctive Mood, or an understanding of the meaning of "case," and the various ways by which the English Language expresses the relations implied by the case forms of other languages is useless or cumbersome. *Parsing* also seems to have been completely neglected by the Middle Grade candidates. The results prove that it was not safely neglected.

Tennyson's "Morte d'Arthur" was evidently a favourite study of the candidates. The references were all explained fully, and there was a thorough acquaintance with the text exhibited generally. The metre and music of such a poem should not, however, be ignored or forgotten in the study of it. Yet many of the candidates failed to preserve the form of the verses in quoting them. This was the chief criticism to which the answers to the questions on Tennyson were open. The experiment of selecting the work of a poet of the Victorian era has been undoubtedly justified by its success. If we are to judge by the contrast afforded by the answering to the questions in Campbell, we must come to the conclusion that the study of the works of the later poets is likely to prove more congenial than the study of the writings of the earlier. "The Pleasures of Hope" was not studied with the same care as Tennyson's Idyll.

Senior Grade.—First Paper.—Boys.

Report of Rev. John J. Clancy.

The papers of the Senior Grade Boys on English Composition, English Grammar, and the prescribed Essays from Pope, were highly satisfactory in almost every detail. The few defects to which I feel bound to call attention were of minor importance, and arose in almost every case less from want of knowledge than from undue haste and anxiety.

In Composition some pupils failed to reach the high standard of excellence generally attained from not attending to the principle of unity in the construction of sentences and paragraphs; others erred in the application of figurative language; and a few made mistakes in grammar. With these exceptions—and they were comparatively few—the essays were admirable both in matter and style. A remarkable feature of many compositions was the aptitude displayed by their writers in introducing suitable quotations. Indeed no better proof of the success of the Intermediate Education system and of the efficiency with which it is being worked could be furnished than the ease with which the Senior Grade pupils can call up illustrations, both in prose and verse, on a very considerable range of subjects.

The knowledge of Grammar manifested by the pupils was on the whole considerable. I expected, however, a more extensive acquaintance with the views of different grammarians on what may be termed moot points in grammar. There are many expressions which, if judged by the stereotyped rules of syntax, must be accounted incorrect, but which, viewed in the light of our best classical writers, cannot fairly be objected to; and in giving their judgments on such expressions many of the Senior Grade pupils of the present year were somewhat disap-

pointing. With this single exception the answering in Grammar was eminently satisfactory. It may be well to observe, however, that order and neatness are required as well as accuracy in detail.

The prescribed Essays from Pope were thoroughly understood and duly appreciated by a large majority of the pupils. Many, however, would have writtten better papers if, instead of spending time giving long *verbatim* quotations that were not required, they had been satisfied with a brief summary in prose of the passages referred to. Tact, as well as talent, is necessary for success.

In addition to the points just noticed it may be useful to state for the guidance of some teachers, that, without frequent exercises in writing during the year, the pupils cannot be expected to show their information to best advantage when the final ordeal has to be gone through. The best papers submitted for examination bore evidence of training in school-work of the most elaborate and systematic kind. This we are disposed to regard as a matter of great importance, for habits of order and neatness acquired at such an age are likely to continue through life.

Senior Grade.—First Paper.—Girls.

Report of W. Macneile Dixon, ll.b.

The answering on this paper was good, save as regards the philological questions, which evoked in most cases a series of wild and often ludicrous guesses.

The essays, with some few exceptions, displayed no real ability: in the majority, didactic platitude was much more conspicuous than thought.

The questions on the prescribed course in literature were answered very fully and well. The text was freely and correctly quoted.

Preparatory Grade.—Second Paper.—Boys.

Report of Henry J. Allen, m.a., John D. Colclough, and John F. Taylor, b.a.

Bearing in mind the tender age of these boys, it may be said that the great bulk of them show intelligence, accuracy, and care, and that their answering reveals great promise of good work in the future It is pleasant to observe what a keen interest the boys of this grade take in such purely literary work as the selections from "The Spectator," giving, not only the sense and substance of the author, but in most cases the very words. In history and geography the questions relating to Ireland were, as a rule, best answered. Many absurd guesses were made by backward boys, who seemed to have no knowledge whatever as to the meaning of the questions with which they had to deal. It is a special matter for comment that the easiest and, in a sense, the most important question of all—No. 9.—dealing as it did with Magna Charta, was shirked altogether by a large number, whose answering in this department was otherwise satisfactory. Another famous blunder, which seemed epidemical, was the astounding one of making the Caspian Sea the largest lake in the United Kingdom. Here, however, the preceding portions of the question had fixed their minds upon the

"General Geography of the world," and the blunder only shows how easily students may lose sight of the closing portions of a question Far more importance must be attached to their unsatisfactory answering in No. 11 (as to the Equatorial and Polar diameters of the earth), which was most wildly answered by a great many.

The handwriting, spelling, construction of sentences, and arrangement of their answers, were all left apparently to the boys themselves, as there was no sign of training whatever to be seen. The good boys were good in these things, as in all things else; but the weak boys were generally slovenly and careless in these matters, so that their papers were unsightly and repelling. Now, as these mechanical things are quite within the reach of the most backward boy, it is not creditable that they should be allowed to drift into such bad habits, from which careful preparation and direction may save them.

Taken as a whole, the answering was most praiseworthy. The best boys are indistinguishable from those of the Junior Grade, which, of course, is surprisingly good for boys so young, but the weakest boys are more absolutely helpless than the weakest of the juniors.

Preparatory Grade.—Second Paper.—Girls.

Report of William Graham, M.A.

In the Preparatory Grade I am glad to be able to report that the high standard of answering attained last year has been maintained and even surpassed this year, as might be almost gathered from the fact that seventy-six candidates secured over 400 marks, while six got over 500 out of a possible maximum of 600 marks. There were very few bad failures. The grammar, orthography, and handwriting were seldom bad. There was a tolerable uniformity as respects the standard reached in each branch of the subject, the only exception occurring in the answers to question 11, which were less satisfactory than the rest. With respect to this and similar questions, involving abstract or mathematical definitions, such will always be found difficult for very young students unless the Teacher supplement the words of the text book by suitable illustrations.

Junior Grade.—Second Paper.—Boys.

Report of Rev. James Donnellan, Rev. Richard Owens, D.D.; and John F. Taylor, B.A.

The answering this year compares very favourably with that of other years. The portions of the course apparently most popular with the boys, and certainly the portions best answered are—(1) The Spectator, (2) The Geography and History of Ireland, and (3) the historical questions dealing with great and heroic persons.

There is a marked weakness in many cases in the treatment of larger and more general matters. But the strict and scrupulous accuracy shown in matters of detail—dates, quotations, and

the like—indicates an honest and thorough study of the various subjects which in itself is a most valuable mental training. No doubt the finer shades of meaning, such as for example the sly, subtle humour of Addison, evaded their grasp; but it is all that can fairly be asked of young students to make up their works conscientiously without too much regard to niceties of thought or phrase, and undoubtedly the papers show that this has been done most admirably in many cases, while the general average is very high indeed. There are some very grotesque mistakes in some cases, and it is curious to observe how the most improbable blunders, instead of being the freak of one imaginative candidate, seem to spread over a large number of otherwise satisfactory students. No doubt, some common jumble that outsiders cannot very well trace led to this strange result.

The backward boys seem neglected, as their handwriting, spelling, and arrangement of their answers could be very easily improved by a little care and guidance. The papers in many cases were puzzles of confused and tangled information thrown out at random without order or sequence, and often without even the numbers of the answers given to show what the candidates intended to deal with. These things should be remedied. The faults are in many cases due to mere slipshod carelessness, one of the greatest flaws that there can be in young people, and one of the hardest to eradicate later on in life. Teachers would do well to train the backward and careless boys into habits of neatness and precision. This may be done either by periodical examinations or by writing from dictation, or in some kindred way, the important thing being that hand and eye should be drilled to do their work as well as the more purely intellectual powers. But while these remarks are applicable to some, it is gratifying to be able to say that a marked improvement and advance in the character of the answering must be acknowledged, and that both in the treatment of the questions and in the general intelligence shown by the boys there is ample ground for satisfaction. While it is wise to point out weakness, it would be most unfair not to bear full testimony to the good and solid work already done, the proofs of which are abundantly evident in these papers. No one can read the answers to questions 1, 3, and 7, given by the best boys, without being convinced that in ability and industry they leave little to be desired.

Junior Grade.—Girls.—Second Paper.

Report of Archibald J. Nicolls, ll.b.

I am glad to be able to report that the answering of the Junior Grade girls in the subjects of this Paper was so good, in general, as to betoken careful study and accurate teaching.

The answering of the questions from Addison and in the History course reached a very high average.

In the Geographical questions the answering of many of the pupils fell short of a good average. This was most apparent in Physical Geography, and in the answers to the following question:—

"13. Name the cities and towns of Great Britain and Ireland that have a population exceeding 200,000."

It was startling to find very many pupils including such places as Portadown, Cork, Sligo, Queenstown and Thurles amongst the largest cities and towns in Great Britain and Ireland.

Middle Grade.—Second Paper.—Boys.

Report of William Graham, m.a.

The answering this year in this branch of English shows a decided improvement on that of last year, the average standard reached being fairly good; while of the better candidates, forty-one obtained over 400 marks, and four over 500, out of the total possible marks (675). In History the answering was generally good, the dates in particular being very accurately given; but questions 5 and 7 were not so well done as the others. In Geography, the questions in the physical branch of the subject, where theoretical considerations enter, were not so well treated as the rest; and it would be well for Teachers to impress on their pupils that they cannot hope to obtain good marks in this section unless they show an intelligent comprehension of the theory of the subject to test their knowledge of which the question is usually given.

Middle Grade.—Second Paper—Girls.

Report of John D. Colclough.

I examined the Middle Grade English Second Paper (Girls). The subjects were—"Lamb's Tales" from Shakespeare, "English and Irish History," "Geography," and "The History of English Literature."

Speaking generally, the answering was creditable, not a few of the papers reaching a high standard of merit.

In the answers to the questions set on "Lamb's Tales" there was a tendency to stray away from the point or points contemplated by the question. A good deal, for example, was put into the mouth of Lear's fool which was not "bitter jest" at all. This tendency superinduced diffuseness and prolixity. In some instances nine or ten pages were entirely taken up with answers to the four questions on "Lamb," all of which could have been perfectly answered in four. This method of procedure at an examination does not pay, and can scarcely be pursued except at the expense of the remainder of this paper. If a student fills four pages with the answer to a question valued, say, at 30 marks, he or she is almost compelled to dismiss in as many *lines* the next question, which may be one of greater value.

The answering in History was not so good as in the matter of the Tales. In too many instances it was both meagre and feeble. There was not a little guess-work about persons, places, and dates, ending, as guess-work inevitably does, in disaster. A considerable number of students confused the Toleration Act of William III. with the Declaration of Indulgence of James II.

The Geography was the least praiseworthy feature of the paper. The Physical Geography, with a *very few* brilliant exceptions, was bad. In question 2 almost every student set about explaining the *origin* of the trade winds, a point which was not asked. Very few answered even a respectable proportion of the places mentioned in question 12. The maps were for the most part inaccurate and inartistic.

The answering in English Literature was extremely good. I should deprecate, however, too slavish an adherence to the words of Shaw's Text-book, or any other, in preparing such matter.

SENIOR GRADE.—SECOND PAPER.—BOYS.

Report of H. J. ALLEN, M.A.

I examined the answer books of the Senior Grade Boys in the English Second Paper. The answering was decidedly good. More than half the students of the prescribed age obtained honour marks, while the percentage of failures was only somewhat over nine. Under such circumstances there is not much that calls for comment. The prescribed portion of "Bacon's Essays" had evidently been carefully read, and many of the papers showed a very considerable acquaintance with the actual text. The History, Geography, and Literature were also well answered, though on the more difficult questions, such as Q 10 and 17, few students scored full marks. In one respect the papers showed a strange ignorance. The course set in Geography comprised the *Commercial* Geography of the West Indies and Oceania; yet the great majority of students seemed to have no idea of the meaning of "Free Trade." Some conception of this famous phrase ought surely to be indispensable to any useful acquaintance with the trading relations of the various parts of the world.

Turning to the work of the over-age students I have merely to remark that it was strikingly inferior to that of the younger. The number of failures here rose to 33 per cent., while those obtaining honour marks sank to 25 per cent. The stimulating influence of exhibitions and prizes was never more apparent.

As regards suggestions to Teachers and Students I would wish to impress on them that it is the knowledge of the relations of facts rather than the mere facts themselves which is valuable. It is obvious, of course, that a knowledge of the facts must precede that of their relations to each other; but the danger is in regarding this knowledge as an end in itself rather than as merely a means. In the study of History is this particularly the case. As part of the same principle, I would also urge on students the necessity of getting connected outlines of great historical movements. Question 8 was specially asked to test the student's work in this respect. With few exceptions the answers received were unsatisfactory, and seemed to show that students had not any comprehensive grasp of even such a subject of national interest as the "Volunteer Movement of '79." It would be difficult, I think, to overestimate the importance to the student of keeping a continuous thread running through his history reading. Without some such connection History can only be a mass of isolated and unmeaning details.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of H. J. ALLEN, M.A.

Though no single paper struck me as being as good as one received last year, the general average—in which of course the real test consists—was certainly higher. The percentage of students obtaining Honour marks was large, and of failures very small. The questions on Bacon, English and Irish History, Geography, and English Literature were well answered; though here, as in the case of the Boys, Questions 8, 10, and 17, were the chief stumbling blocks. In other respects, however, considerable acquaintance with the prescribed course was shown, Shaw's Literature being, I think, especially well known. The questions in Bacon were certainly better answered than those in Burke last year, and it may, I think, be doubted whether the "Reflections on the French Revolution" are not too political in tone to be appreciated by the average school

girl: such at least is the idea which suggests itself to me on comparing this year's answering with my recollections of last. For the rest there was little in the papers that calls for special comment; the remarks already made in reference to the answering of the Senior Grade Boys, hold good also with respect to the Girls, since the papers of both sexes were very similar in quality; though it is perhaps even more necessary to impress on the female students the value of getting a connected outline in their historical studies. In conclusion I have but to reiterate my opinion that the general average of answering among the Senior Grade Girls was this year distinctly higher than last.

ENGLISH, COMMERCIAL.

Junior Grade.—Boys and Girls.

Report of John Park, d.litt.

I examined this year in Commercial English 200 candidates, viz.:—196 boys and 4 girls, Junior Grade, the subjects being Geography, History, and copying manuscript.

The result is not satisfactory, especially as my marking did not err on the side of severity; many of the boys seemed to have no experience of examinations, and answered without attending to the questions, or indicating the numbers. Many answers were mere guesses, or were based on vague local knowledge, and betrayed great ignorance of principles and not merely of dates and other details. Too many boys did not take the copying exercise seriously, or appear to understand what was required, nor did they make an intelligent attempt to give any good sense, and weave their loose threads into a connected whole. And in handwriting, orthography, and punctuation, their average level was considerably below that of the Junior Girls whom I examined.

I should add that some did the work neatly, and with a fair amount of thought and general information.

Middle Grade.—Commercial Paper.—Boys (and one Girl).

Report of William Graham, m.a.

The answering of the Middle Grade was, speaking generally, good; 30 out of 50 candidates scoring over 200 marks, and 7 over 300, the maximum possible being 400 marks. Only one girl presented herself, and she did very well, on the whole. The copying manuscript was generally well done.

Senior Grade.—Commercial Paper.—Boys.

Report of William Graham, m.a.

Whatsoever may have been the deficiency in the answering in the past, that of the present year in Commercial English is decidedly good, though only 13 presented themselves for examination. Of these, 7 obtained over 200, and 3 over 300, out of a possible maximum of 400 marks. The handwriting was almost uniformly good, in some cases remarkably good. The copying of manuscript was also good, considering the rather difficult exercise that was placed before the candidates.

PRÉCIS WRITING.

Middle Grade.

Report of Archibald J. Nicolls, ll.b.

The results in this Examination were unsatisfactory; whether tested by the proportion between failures and passes, or by the average of the marks gained by the pupils who passed.

The work of many of them was too diffuse; that of others was too meagre. In some instances the summary was such as to mislead the reader. In a large proportion of cases the writing was crowded, slovenly, and without suitable margin.

The conclusion forced upon me is that the pupils were left, in general, without proper teaching as to the object and correct method of Précis writing.

FRENCH.

Preparatory Grade.—Boys.

Report of Paul E. E. Barbier, Charles W. Egerton, m.a., and Edmond J. M'Weeney, m.a.

The Grammar answering is about the same as that of last year. The composition shows a marked improvement. This statement applies not only to the isolated phrases but also to the continuous passage. In the first case the improvement appears to be due to a serious effort on the part of teachers to inculcate a knowledge of conversational and idiomatic French. In the second case the improvement is clearly traceable to the practice of *retranslation* which we recommended last year, and to which a question was this year especially directed The test shows that teachers have adopted the recommendation with satisfactory results.

The translation from French into English was well done, save as regards the vocabulary of special words from one of the prepared authors [Qn. 8 A. (a.)] Better preparation is in our opinion required on this point. In the translation of the continuous passages a fault noticed last year was present in this year's answering, though in a less degree, viz., the English employed was in many cases not idiomatic, and the construction of the French was followed so closely as frequently to degenerate into absolute nonsense.

The piece of French set for translation at sight was in general well done, considering the age of the students.

There was often a deplorable lack of method in the setting forth of the answers, many not being numbered at all, or numbered wrongly, and split up, the component parts being taken at intervals, and jumbled with portions of other answers so as to make the task of disentangling and assigning proper marks to each question a very difficult one indeed.

Preparatory Grade.—Girls.

Report of Frederic Spencer, m.a.

Much work of very excellent quality was sent up in this Grade, and the general results were satisfactory. Many candidates, however, showed such gross ignorance of the elements of French, that they ought never to have been allowed to present themselves for examination. Nor was carelessness less frequent than ignorance. A question on the *com-*

parison of adjectives and adverbs elicited lengthy disquisitions on the formation of adverbs from adjectives, and on the formation of the feminines and plurals of adjectives (and adverbs !). Another question on the *number of French Conjugations* was made the occasion for lists of the various moods and tenses. A whole verb was sometimes written out where the present indicative alone was asked for, and the ordinal numerals were very commonly given in place of the *cardinals*.

Some girls answered a question twice over, without indicating which of the answers was intended to be read by the examiner. In other cases answers had to be collected from fragments scattered over several pages.

A large proportion of the answers in prepared translation were good, many being practically faultless. The preparation of many girls had, however, been of the worst mechanical kind. The clearest proof of this was the frequent appearance of renderings of passages not forming part of the extracts set for translation, but occurring in their near context.

The Composition questions, though not difficult, afforded full scope for evidence of careful work on the part of teachers and students, and many versions deserved great praise.

Junior Grade.—Boys.

Report of Charles W. Egerton, M.A., Edmond J. M'Weeney, M.A., and P. L. Nolan, B.A.

1. Grammar.—The questions were fairly well answered. It is to be remarked that the regular verbs, especially *rendre*, were not better known than the irregular ones. Very few candidates seem to have any knowledge of parsing.

2. Composition.—The improvement noted in the Preparatory Grade under this head is equally noticeable here.

3. The translation of passages of French into English was, in general, fairly well done. The English into which they were translated, though better than last year's, still leaves room for improvement. To judge from the translation of the passages selected, it would seem as though much greater care had been bestowed on the preparation of the poetical author than on that of the prose writer. The comparatively easy pieces of prose from *Arago* were sadly bungled by many candidates who made really creditable attempts to translate the difficult passages selected from *Florian*.

The passage for translation at sight was not very well done, complete disregard for sense being the characteristic of the English into which it was for the most part rendered.

The want of method noticed amongst Preparatory Students was also present in the Junior answering, though not to the same extent.

Junior Grade.—Girls.

Report of Victor Oger.

I have examined 850 Answer-books from Girls, Junior Grade (50 over age). Thirty per cent. gained Honours; forty-two per cent. passed, and 28 per cent. failed. A small number only sent in good work in Grammar and prepared translation, but scarcely equal to the results I reported upon from former examinations.

Middle Grade—Boys.

Report of Frederic Spencer, M.A.

The work of this Grade was by far the least satisfactory that came under my notice this year. Much weakness was shown in the answers to the most elementary of the Grammar questions; and the more advanced questions fared still worse. Much of the Composition work was of poor quality; and comparatively few candidates showed any power in translating into French the passage of continuous English Prose.

The prepared books had evidently been carefully studied by a large number of students, but here again many sent up exceedingly unsatisfactory work. Questions designed to test the candidate's knowledge of the subject matter of the books were often poorly answered; the *Britannicus* being, however, better known than the *Directoire*.

The passage of unprepared French Prose was well translated by very few; and even the most correct of the translations of unprepared verse were, for the most part, so grotesquely clumsy as hardly to deserve the name of English. Here the remedy is mainly in the hands of the teacher. It is imperatively necessary to eradicate from the boyish mind the idea that the "translation" of a passage of French implies merely the substitution of any reckless jumble of English vocables which is often only intelligible when interpreted by the aid of the maltreated original.

Middle Grade—Girls.

Report of Paul Barbier.

The questions dealing with the irregular verbs, the agreement of the Past Participles, as well as the various ways of translating "whose" "for," were not well answered. Though the interrogative forms were well done, yet very few observed that verbs ending in "ger," manger, had only one interrogative form—"Est-ce que je mange?" The important information given in Grammars on the use of the word "que" seems to have been entirely neglected. On the whole, the syntax of the Grammar Paper is weak.

The practical side, *i.e.* the colloquial sentences, of the Prose Composition has been rendered with ease. This section gains strength. The vocabulary of the Prose Composition was good, but the use of the past tenses was deplorable. The translations of prepared and unprepared passages, the allusions, and references have been uniformly well done.

Senior Grade.—Boys.

Report of Paul Barbier.

With the exception of the questions concerning the use of the negative, and of the definite article for the English Possessive, the Grammar answers are uniformly good. The colloquial sentences have been rendered with an unusual success, and exhibit a practical acquisition of the language. In many cases there is a ring of living French about the answers. The Prose Composition has been fairly done. However, the use of past tenses has been somewhat neglected.

The translation of prepared and unprepared work, the allusions, notes, etc., have been remarkably well done. Very little guessing work appeared, and that in the latter part of the unprepared extract B.

The candidates of the Senior Grade have in their answers sustained, nay strengthened, the good opinion I had formed last year of their performance in the Middle Grade.

Senior Grade—Girls.

Report of Frederic Spencer, m.a.

The general character of the work sent up in this Grade was distinctly good. The Grammar questions were, for the most part, very creditably answered, and the results in Composition were satisfactory. The answers on prepared books afforded evidence of much careful and intelligent preparation. A question on subject matter was, generally, well answered ; but a large number of candidates failed to recognise the idiomatic phrases taken from one of the set books.

The unprepared French Prose was well translated ; but many students found difficulty in rendering the latter part of the passage in unprepared verse.

A very noticeable feature of the Examination was the exceedingly small proportion of failures in this Grade.

Junior Grade.—Commercial Paper.

Report of Paul Barbier.

The attempts are encouraging. The knowledge of commercial terms was not the only weak point, the power of translating the passages was anything but satisfactory. The literary side of the Paper is too much neglected—more translations of commercial French, and more oral drill in the peculiar phrases and words would rectify the weak side of this grade. Very few know how to date a letter.

Middle Grade—Commercial Paper.

Report of Paul Barbier.

A slight improvement is seen in the answers the Middle Grade sent in over those of last year—considering that the commercial vocabulary and expressions used in a Merchant's office are somewhat limited to words and expressions relating to woollen, silk, coal and iron exports and foreign products imports, this branch of the answer papers was very weak ; this observation applies to the three grades. The translations of the passages exhibited no mean ability, though I notice a very serious drawback in the fact that the names of the trades were imperfectly known.

Senior Grade—Commercial Paper.

Report of Paul Barbier.

A marked progress is seen both in the vocabulary and commercial terms of the answers of the Senior Grade, over those of last year. The extracts on banking business and bankruptcy, difficult as they were, have been rendered with creditable success. In this Grade as in the others, what is wanted is more oral drill, more practice in the special terms and sentences used in Commerce.

GERMAN.

Preparatory, Junior, Middle, and Senior Grades.—Boys.

Report of V. Steinberger, M.A.

Preparatory Grade.

In the Preparatory Grade, the answering in Grammar was specially weak in the questions referring to the declensions and verbs. Scarcely ten per cent. of all the candidates were able to conjugate satisfactorily the verbs "holen" and "reden."

The answers given to the questions attached to the prepared passages showed that mere translation was aimed at in the preparation of the work.

A fair number did the composition, considering the age of the candidates, very creditably.

The translation at sight was, on the whole, unsatisfactory.

Junior Grade.

In this, like in the preceding Grade, the candidates showed great weakness in the questions set to test their knowledge in declensions of nouns and adjectives. Very few could translate the names of the principal countries of Europe into German. They showed good knowledge, however, in the verbs and prepositions.

In the composition, mistakes in the rules of construction were most frequent. As the principal rules of this part of German Grammar can be condensed in a few lines, it is strange that such weakness was apparent in this most important part of the language.

The translation of the prescribed passages on the whole was well done; translation at sight, however, was middling,

Middle Grade.

The answers to the Grammar questions showed a marked progress compared with the foregoing Grades. Mistakes in the rules of construction were still rather numerous in the composition. The prepared passages did not show such careful preparation as in the Junior Grade. The translation of the passage at sight was done satisfactorily.

Senior Grade.

Only a couple of failures had to be recorded in this Grade. All the candidates answered well in Grammar, except in the third question that referred to the conjunctions. The majority of the compositions were good, and some few excellent. The want of a well-stocked vocabulary prevented others from doing better. The prescribed and unprescribed passages were done well throughout.

PREPARATORY, JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS.

Report of V. STEINBERGER, M.A.

The same remarks as made in the report on the answering of the boys, in the different Grades apply to the answers of the girls with this difference, however, that the answering throughout was somewhat superior to that of the boys.

JUNIOR COMMERCIAL GRADE.—BOYS.

Report of V. STEINBERGER, M.A.

The few candidates that presented themselves in this Grade were, with one exception, well prepared and showed good promise.

SPANISH.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS.

Report of V. STEINBERGER, M.A.

The candidates in the Junior and Senior Grade gave proof of a very careful preparation. The answering of the Grammar questions was excellent. Both composition and translations were done well. The contrary must be recorded as to the answering in the Middle Grade.

CELTIC.

ALL GRADES.—BOYS AND GIRLS.

Report of REV. J. E. H. MURPHY, M.A.

The answering of the candidates in all the grades was, except in a few cases, very satisfactory. The failures are comparatively few, and those who pass with honours are far more in number than those who pass without honours. I observed that in most cases those who failed *failed miserably*; of these one made no attempt to answer even one question, and some others seemed to have read but one of the prescribed texts.

In the Preparatory Grade I was much pleased with the answering. While, of course, there were some failures, most of the candidates of this grade showed that they had been carefully and honestly prepared in their work.

In the Junior Grade I found but one candidate to whom I could give full marks for Question 6. This shows that *Parsing* has not received due attention in the preparation of the pupils.

The Gaelic *Writing* was in some cases very bad in the Junior and Preparatory Grades—so bad that it was almost impossible to read it. The *Composition*, in all the grades, was, on the whole, good; but I was not a little surprised to find that some of the candidates in the Senior Grade placed the indefinite adjective pronoun éigin before its noun (as in English) instead of after it.

The answering of the candidates in the Middle and Senior Grades was, as a rule, very satisfactory.

I would recommend that the pupils in all the grades be more carefully grounded in the *elements* of the *Grammar* and in the *idioms*. Without a sound knowledge of these they cannot creditably pass their examinations, or acquire a good knowledge of the language. The answering showed a tendency to weakness in the conjugation of irregular verbs, in the comparison of irregular adjectives, and in the declension of irregular nouns.

GIRLS.

Five girls presented themselves for examination; of these three passed with honours, and the other two passed without honours.

ITALIAN.

PREPARATORY GRADE—BOYS.

Report of A. FARINELLI.

The candidates in this Grade were 44—of whom 22 passed with Honours, and 11 failed.

The answers in Grammar were rather satisfactory, but the compositions were deficient in merit.

PREPARATORY GRADE—GIRLS.

Report of A. FARINELLI.

The girls in this Grade were about the half in number of the boys of the same Grade, and their results almost in the same proportion, but the girls were more proficient in composition.

JUNIOR GRADE—BOYS.

Report of A. FARINELLI.

This Grade has given the greatest number of candidates—80—of whom 37 obtained Honours, 29 passed, and 14 failed. They showed, in general, a rather good knowledge of the Grammar, but they did not succeed very well in the Italian composition, in which only 5 reached the two-thirds of the marks assigned to it.

JUNIOR GRADE—GIRLS.

Report of A. FARINELLI.

The candidates were 39, of whom 20 passed with Honours, 12 got only a Pass, and 7 failed. They were somewhat inferior in Grammar and composition to the boys of the same Grade.

MIDDLE GRADE.—BOYS.

Report of A. FARINELLI.

The work of these boys was very satisfactory ; out of 38 candidates, 24 obtained high Honours, 13 passed, and only 1 failed. Their knowledge in Grammar was found good, and the greater part of their compositions was also good.

MIDDLE GRADE.—GIRLS.

Report of A. FARINELLI.

The girls not less than the boys of the same grade have worked very satisfactorily.

SENIOR GRADE.—BOYS.

Report of A. FARINELLI.

In this Grade the results were in general very good, as almost all passed with Honours, and there were no failures.

SENIOR GRADE.—GIRLS.

Report of A. FARINELLI.

The few girls of this Grade deserve also to be praised, as they gave for the most part very good answers, and all, except one, got high Honours.

In closing these short reports I would recommend to the Teachers for all grades to give more time to the improvement of their pupils in translating into Italian, as the candidates seldom give very good results in composition.

ITALIAN (COMMERCIAL).

MIDDLE AND SENIOR GRADES.—BOYS.

Report of A. FARINELLI.

Perhaps it is owing to the fact of this being the first year in which an examination in the Commercial side was held in Italian, that no more than four candidates presented themselves, and only in two Grades (Middle and Senior) ; no one, however, succeeded in getting the half of the marks assigned to the questions.

DOMESTIC ECONOMY.

Junior Grade—Girls Only.

Report of Jane Barlow and Fannie Gallaher.

The opinion we have formed of the work of the Juniors in Domestic Economy this year, is that an advance has been made in the study of the subject from a *scholastic* point of view. The majority of candidates answered very creditably "according to the book" whenever an opportunity was afforded them of doing so, and the great mass of marks was gained on such knowledge. On the other hand, where a thorough mastery of the matter was required to produce a satisfactory reply they frequently failed, a fact which in our mind strongly argued a one-sided system of instruction. To explain what we mean :—the answers descriptive of the process of breathing were more remarkable for their originality than their veracity. In many instances, we were informed that we breathed through the heart, and sometimes through the stomach. One candidate was on the way to truth when she told us that the organ of respiration was the "nose, a long, damp tube, which catches most of the mites that are in the air." Several reduced respiration to a process half digestive, and half circulatory. We also noticed that candidates gave strangely incomplete answers when a practical home-knowledge of the subject would have stood them in good stead. On former occasions we have noted a greater depth of originality of a humorous kind in the answers. The sense of fun seems now self-conscious and retiring, without any marked improvement in the accuracy of the answers save that they are more bookish. The candidates go wrong still, but in a more commonplace way than was their wont. They are more commonplace, too, in their way of going right.

If we could be heard by the teachers of the Intermediate Domestic Economy Classes, and might venture to address them, then we should be tempted to advise less book and more diagrams and blackboard. They might also with advantage evoke the minds of their pupils by giving *them* a turn at the blackboard, or by holding preparatory examinations on certain branches of the subject which need particularly clear explanation.

To the students we might point out—if we had an opportunity of addressing them too—that they should now and again find out if they have really gripped a fact by trying to write down what they know about it ; and that they should, when possible, make an attempt to help practically in the work of the house, especially of the kitchen.

In many cases we fear it has been too evident that the children have *reproduced* wrong answers. We know that many women believe nature has endowed the sex with the capacity to teach Domestic Economy, never realising that a thorough acquaintance with the subject embraces such extensive studies as Elementary Physiology and Chemistry, Cookery, Laundrying, and general House-Management.

Middle Grade.—Girls only.

Report of Jane Barlow.

The answering of candidates in this Grade was upon the whole very fair, but least satisfactory in the more practical portions of their paper. For instance, while the Physiological questions were often fully and in-

telligently answered, the questions relating to cooking were seldom answered in a manner which conveyed an impression that the candidate thoroughly understood the processes described. In answering two or three of the questions, diagrams from the text-books were well reproduced by some candidates, and had evidently been found useful.

The answering of the over-age candidates was decidedly inferior to that of the others.

SENIOR GRADE—GIRLS ONLY.

Report of FANNIE GALLAHER.

The answering in this Grade this year was, in my opinion, a falling-off from what it was when I examined in 1891. There was a large display of evasiveness in the replies, and, as a rule, the longest, most inflated answer contained the least truth. Common sense seldom came to the rescue when book-knowledge failed, and wherever the candidate's own view of the matter was expressed it was generally silly.

It may be that teachers do not give the subject a high enough standing in their schools, and neglect to point out to the students that Domestic Economy enters more into the average woman's everyday life than any other study of her girlhood. As a rule, I think, teachers and taught consider it is not easy to fail in this subject, and so they leave it very much to luck. They generally believe that "you come to know all about it as you grow up." The reverse is the case, and they should be made to understand that the usual result of their ignorance is an irremediable amount of misery and an inexcusable amount of waste.

The general impression left by the answers was that the candidates rather despised the paper, treated it carelessly, and rushed through their work in half the time allowed. Of course, there were exceptions, and I was very pleased to read through some answer books which afforded ample testimony that the subject had been studied from a proper point of view, and that the text-books were only so many finger-posts showing the right way to a thorough knowledge of this most important branch of a woman's education.

ELEMENTARY MECHANICS.

SENIOR GRADE.—BOYS ONLY.

Report of HENRY C. M'WEENEY, M.A.

The answering in Elementary Mechanics was not of a satisfactory character. For the most part the work was presented in a defective manner, formulæ being put down and manipulated without any explanation of their meaning or of the principles which they embodied. This fault was accentuated by the poorness of the answering when, from the nature of the question, a principle had to be explained, notably in the case of the principle of work. This gives rise to the suspicion that some candidates may have produced numerically correct solutions of questions without having grasped the principles involved. The best answering was shown in the case of questions dealing with the "inclined plane" and "projectiles." "Relative motion" appears to be neglected as there was, save in a couple of instances, a complete failure in an easy question on this subject.

PLANE TRIGONOMETRY.

Senior Grade.—Boys and Girls.

Report of S. P. Johnston, M.A.

The answering of the students was excellent. The paper contained two difficult questions, yet both of them were solved by several candidates.

The chief point on which an unfavourable criticism might be passed was the manner of answering one of the simplest book questions. Pupils should certainly be told that it is not sufficient to write as the definition of the cotangent merely that it is "base divided by perpendicular." Then, again, tracing the changes of the cotangent through the four quadrants should be a simple task for the Senior Grade, yet but a small proportion gave satisfactory answers to this question; the sudden change from positive to negative infinity seemed to puzzle many, while others distinguished between positive and negative zero. In those questions which involved numerical calculation there was a strikingly large number of students who were correct in the trigonometrical formulæ but failed in the merely arithmetical work. In giving the solution of the trigonometrical equation altogether too large a proportion of the candidates who sent in what is called the general solution wrote one part of the angle in circular measure and the other in degrees.

Such faults as I have mentioned are easily corrected by the teacher directing the special attention of the pupils to them.

ALGEBRA AND ARITHMETIC.

Senior Grade.—Boys and Girls.

Report of Robert Russell, M.A.

The answering of the boys of the Senior Grade in Algebra and Arithmetic was satisfactory. Nearly 65 per cent. passed, and several candidates sent in really good papers.

At least half the questions on the paper admitted of easy verification when the answer was obtained, yet there were very few instances in which this test of accuracy was applied. A considerable number of candidates obtained correct equations for the solution of No. 13, yet in only three cases (two boys and one girl) was the subsequent work accurate. Some candidates reduced No. 11 to the elimination of x, y, z from three homogeneous equations of the first degree, and then made use of a method of "cross-ratios" which was quite wrong. Indeed some thought that the ratios of any number of quantities could be found by this method from two equations—for example, in No. 12 the ratios $x^2 : y^2 : z^2 : xy$ were thus determined.

If teachers impress on their pupils the importance of verification, and insist on it when at all convenient, the character of the answering in this Grade will, I believe, be very much raised.

With very few exceptions the answering of the over-age candidates was so bad that it requires no further comment from me.

The answering of the girls in this Grade was fairly good. Nearly 40 per cent. passed.

EUCLID.

Senior Grade.—Boys and Girls.

Report of M. W. Joseph Fry, m.a.

In the Senior Grade the answering was good in the first four books. Marks were taken off mostly for the following reasons :—

In the question, "To a given line apply a parallelogram equal to a given triangle, and containing an angle equal to a given angle," many candidates stated the construction in such an unsatisfactory manner, that it was not clear from what they wrote down that they were not assuming in the construction the very proposition they were asked to prove. In the question, "To prove that the angle at the centre of a circle is double the angle at the circumference standing on the same arc," a great number of candidates proved only one case of the proposition. When inscribing a regular quindecagon in a circle, a number of candidates made no distinction between arcs and chords, and a large number drew impossible figures. The examiner would advise students to spend more time in making their figures, and to make more use of intelligible abbreviations and symbols.

The Senior Grade boys displayed a very superficial knowledge of Euclid's Sixth Book, and of the definitions of his Fifth. Comparatively few knew his definition of ratio, and a still smaller number were able to write out clearly his test of the equality of two ratios.

The answering in problems was very satisfactory. Failures were made mostly in connection with the question in which the expression "a variable chord" occurs ; as the great majority assumed this to mean a chord of given length, but whose position varies. Many candidates too failed to put in complete answers to questions 10 and 11.

The examiner found that the girls were more careful to adopt Euclid's methods than the boys, but still their answering of the propositions was inferior to that of the boys. Many of the girls wrote out by mistake answers to propositions that were not asked, and a smaller percentage of them attempted deductions.

Middle Grade.—Boys.

Report of J. P. Johnston, m.a.

The answering in this grade, except that of the over-age students, was very good. The proofs of the propositions were generally clear and concise. In many cases, however, when an important part of the proof depended upon a previous proposition, the connection was not given with sufficient fulness, in such parts, and others, undue abbreviation was often made by making the number of a reference do duty for a step in the reasoning.

The deductions were done by a considerable number of the candidates and, as a rule, well, with the exception of the second last which in almost every instance was proved in a rather clumsy manner. Evidently

few, if any, of the boys knew how to analyse such a question properly or, if they did, how to make use of their analysis, which accounts for the very small number who did the second part. In many ways it would be of considerable advantage if boys were taught how to put in an indirect proof based upon an analysis.

Middle Grade.—Girls.

Report of S. P. Johnston, M.A.

The answering in Euclid of the Middle Grade Girls was very satisfactory, but it seems fair to ask students of such standing to pay more attention to the drawing of their diagrams. It was quite a common occurrence to find a circle said to be described around a triangle and yet with its circumference not passing through any of the vertices. The sense in which the word around was used in such cases was that in which we speak of the Earth's orbit being around the Sun.

Another point about drawing to which teachers should draw attention is in connection with the diagram of Prop. 10, Book IV. Here it is sufficiently evident that the smaller circle must cut the larger, yet rather more than three out of five of the pupils drew the two circles touching. I am aware that a partial apology may be made by referring to some of the text-books which are guilty of this blunder.

It is to be regretted that the candidates did not more generally shorten the labour of writing by the use of symbols. They are permitted to use "any intelligible abbreviations," yet very few made proper use of this liberty.

Junior Grade.—Boys.

Report of M. W. Joseph Fry, M.A., J. P. Johnston, M.A., Patrick Kelly, and H. C. M'Weeney, M.A.

The examiners are glad that they find themselves able to issue a favourable report of the answering of those boys who passed in the Junior Grade.

They regret that a rather large percentage failed, but are satisfied that those candidates who did not score the required minimum, in almost every case, did not deserve to receive any marks whatsoever for Euclid. They wish to call attention to the bad spelling of the boys; they also strongly advise a greater use of intelligible abbreviations and symbols; they do so especially in connection with the proofs given in most cases of the 10th proposition of the Second Book; many boys here devoted half a page of writing to a part of the proof which was fully given by others in two or three lines. They accordingly recommend that the boys do get more practice in writing out Euclid.

At the same time they wish to call attention to the frequently recurring improper use of the symbol + in stating the equality of the two sides, when making use of the fourth proposition of the First Book.

When proving a proposition, such as the nineteenth of the Third Book they advise students to make a point of referring to any previous proposition of a similar nature assumed in the proof, such as the eighteenth, by a statement of the substance of its enunciation.

The examiners found that a great number of candidates not only did not refer to the twelfth axiom in proving the twenty-ninth of the First Book, but referred instead to the twenty-seventh or twenty-eighth as proving that the lines considered would meet if produced.

Taking into account the number of failures made in the second part of the thirty-third, and in proving the twenty-ninth of the First Book, the examiners are of opinion that the theory of parallel lines was very imperfectly understood by a great number of the candidates.

They regret to state, that, in a number of cases, after receiving a favourable impression of a boy from the style in which he wrote out propositions, they were compelled to alter their conception of his knowledge of Euclid on reading his absurd attempts to grapple with one of the deductions.

Some of the candidates answered extremely well in the deductions, but the examiners would like to see more boys attempting them.

Junior Grade.—Girls.

Report of C. J. Joly, M.A.

I have examined the papers in this Grade, and consider the result satisfactory and unsatisfactory. It is certainly very satisfactory on account of the number of passes. It is unsatisfactory because the difficult propositions, Nos. 2, 5, and 8, were very largely answered, while many students came utterly to grief in Nos. 1 and 4, and but some half-dozen made any serious attempt to do a deducible. To quote some of the students, the *sequence* I am afraid is that not many have any real grasp of Euclidean geometry, while very many are perfect in certain of Euclid's propositions.

A word as to the style of answering. In most cases this was perfectly neat and careful while at the same time there was a vast amount of unnecessary verbiage. Very frequently the enunciations of the questions were given. There was one remarkable exception—question No. 4. The students seemed to forget that the examiners asked for a statement here, and did not in the least require one elsewhere. Had they remembered this, the remark, "I could do this, but time is up," would have been less frequent, and 40 or 50 more marks would have been the result. Occasionally I would have preferred a word or two more. I was sometimes frightfully at sea in No. 6—On which line does the segment stand? Another puzzle was this—In Prop. 4, Book 1, a student writes—A B + B C = D E + E F. What does the student mean?

I think it is evident from the results that the teachers are to be congratulated on careful conscientious work. At the same time would it not be well, both from an educational point of view and from the lower standpoint of desired success in examination, to devote a little more time to easy deductions from Euclid?

PREPARATORY GRADE.—BOYS.

Report of GERALD GRIFFIN, and H. C. M'WEENEY.

As regards the Propositions, the examiners consider the answering on the whole very satisfactory. They desire, however, to point out a prevalent error in the omission of the second part of Prop. XVI., Book I. Comparatively few of the candidates attempted the deductions seriously, and although some of these answered very well, the examiners think that sufficient attention is not paid to this part of the programme.

Symbols were generally used, and in most cases appropriately; but occasionally, as in the incorrect use of the symbol "+" for "and," there appeared to be some confusion of ideas.

For the most part the work was neat and the figures well drawn.

PREPARATORY GRADE.—GIRLS.

Report of S. P. JOHNSTON, M.A.

The papers in this grade were not of a very high class though, perhaps, up to the level of what may be expected from such junior students. One question on the paper, an easy deducible, was not even satisfactorily attempted. In another, the 48th Proposition of Book I., some ten per cent. of the candidates made that fatal blunder of producing one side of the given triangle: it would, perhaps, be as well were teachers to more generally adopt that mode of proving this theorem in which the diagram consists of two separate triangles instead of the conventional way in which the two triangles have a common side.

Nearly twenty per cent. of the candidates made the mistake of proving a proposition totally distinct from that asked in the paper; this is a species of carelessness against which pupils should be specially warned.

The spelling in many of the papers was astonishing; for example, "gnomen" was quite common, "bisicted" and "bisceted" (the latter was used in the sense of divided) were frequent, while isosceles appeared in such forms as "iscosceles," "issoceles," "isossoless." The bad spelling of the technical terms and the carelessness above-mentioned, *i.e.*, proving the wrong theorem, point to the conclusion that teachers do not sufficiently exercise their classes in writing out their Euclid. It is slow work no doubt for the pupils, and I know by experience how tedious the correction is for the teachers, but it is an absolutely essential discipline.

ALGEBRA.

MIDDLE GRADE.—BOYS.

Report of W. R. WESTROPP ROBERTS, M.A.

The answering in Algebra of the Middle Grade Boys, when considered as a whole, can scarcely be looked upon as satisfactory as thirty-eight per cent. of the candidates failed.

But the answering of those who passed or obtained honours was very fair and creditable. There were, I consider, three difficult questions on the paper, and a considerable number of boys who obtained honours solved them correctly, some few giving neat and ingenious solutions.

Middle Grade.—Girls.

Report of S. P. Johnston, m.a.

The answering was highly creditable. There might be an improvement in the solution of problems and much greater attention should be paid to the use of factors.

Junior Grade— Boys of the Prescribed Age.

Report of C. J. Joly, m.a., Rev. Thomas Power, W. R. Westropp Roberts, m.a., and R. Russell, m.a.

The answering of the Junior Grade Boys in Algebra, when considered as a whole, has been very indifferent this year. Nearly 63 per cent. of the candidates failed to pass and we would draw particular attention to the fact that, of those who failed, about one-half received no marks whatever. That boys should be sent up for examination in such a state of complete ignorance appears to be an extraordinary fact and one calling for comment from us.

Many of those who passed exhibited a fair general knowledge of principles but showed considerable inaccuracy in their work. Among those who obtained honours were many boys who answered well and intelligently and some who obtained full marks.

Junior Grade.—Girls.

Report of S. P. Johnston, m.a.

The answering of the candidates in this class was extremely poor. It was the numerical calculations that proved fatal to the majority.

Time after time candidates sent in, as solutions to the equations, expressions containing the unknown quantity.

Junior Grade.—Boys—Over-age.

Report of Rev. Thomas Power.

The answering of these students in Algebra has been most unsatisfactory. Out of 224 students not quite 19 per cent. have passed and only four students barely succeeded in obtaining honour marks.

More than 50 per cent. of those who failed got no marks whatever.

These students, in general, showed no knowledge of equations and very little of any other part of Algebra.

PREPARATORY GRADE.—BOYS.

Report of WM. BERGIN, M.A., and Rev. THOMAS POWER.

The answering, as a rule, was very creditable.

It would be well if more attention were given to working out examples as many candidates were very inaccurate.

PREPARATORY GRADE.—GIRLS.

Report of WM. BERGIN, M.A.

Taken as a whole the results were most satisfactory. A large number of good papers were sent in.

As in the Preparatory Boys, the failure of many candidates is to be attributed to want of practice in working out examples.

ARITHMETIC.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of S. FITZPATRICK.

The answering of the boys was excellent showing an improvement on the very satisfactory answering of last year when the failures were so low as 23 per cent., this year the failures are only 18 per cent., while the Honors have gone up from 38 to 45 per cent. This is a very gratifying result and speaks well for the solid character of the education given in our Intermediate Schools.

When compared with the results of last year the girls' papers show a marked improvement, the failures have fallen from 42 to 36 per cent. while the Honors have gone up from 15 to 24 per cent. Notwithstanding this improvement the answering is still far from satisfactory, the majority of Passes were secured by picking questions direct from rules, and which required no troublesome thinking.

JUNIOR GRADE.—BOYS.

Report of Rev. JAMES DOWD, B.A., and P. A. E. DOWLING, B.A.

On the whole the answering in Arithmetic of the Junior Grade Boys may be regarded as satisfactory. A great deal of inaccuracy in working out questions was, however, noticeable nor were the methods employed always the best. Questions requiring some thought and consideration on the part of the student were not, in most cases, successfully attempted. The number who failed to work correctly the questions in Reduction was unexpectedly large. Taken as a whole the result shows a great deal of successful teaching, and in general the answering was satisfactory.

Junior Grade.—Girls.

Report of Rev. James Dowd, b.a.

The answering of the Junior Grade (Girls) was not of a high order. The number of failures was large. The working of the questions showed too many marks of inaccuracy to be satisfactory nor were the methods employed always the best. The questions that called for some thought were generally passed by. The general result of the answering showed want of soundness and thoroughness but some excellent answering was to be found also.

Preparatory Grade.—Boys.

Report of S. FitzPatrick and F. A. Whitton.

The answering was characterized by thought, accuracy, and neatness, giving fine promise of the future of the little fellows of this grade. Of 1,746 examined, 636 obtained honor marks, and 661 passed, while among the failures there were very few instances of total unpreparedness.

The questions outside the Ordinary Rules, and requiring some exercise of thought on the part of the candidate, were, as usual, those upon which most came to grief.

Preparatory Grade.—Girls.

Report of P. A. E. Dowling, b.a.

The answering in Arithmetic by the Girls of the Preparatory Grade was only fairly satisfactory. Very many marks were lost by inaccuracy and, at least apparent, carelessness. The methods employed were, in many cases, by no means the best and an indifferent knowledge of the whole course was much more evident than a thoroughly sound understanding of those elementary principles which should be more carefully attended to as forming the foundation of a successful knowledge of this and other mathematical subjects in the succeeding grades.

BOOK-KEEPING.

Middle Grade.—Boys and Girls.

Report of F. A. Whitton.

Sixty-two boys were examined, of whom fifteen, or less than one fourth, failed.

Of those who passed the greater number exhibited a good knowledge of the subject and appeared to have been well prepared ; this is evidenced by the large proportion who obtained honor marks, thirty-four out of forty-seven.

With respect to girls, only five candidates presented themselves of whom two failed and three passed. No honors were obtained.

In the case of both boys and girls the penmanship and execution of the work generally were highly creditable.

JUNIOR GRADE—BOYS AND GIRLS.

Report of F. A. WHITTON.

Of the boys 559 candidates were examined. Of these 143, or slightly over one-fourth, failed. Out of those who passed, 416 in number, 223 obtained honor marks.

With respect to the girls, 45 candidates presented themselves, 33 passed, and 12 failed. Of the former, 19 obtained honor marks.

Speaking generally, the candidates who passed exhibited a fair practical knowledge of the subject, and in some instances a high standard of excellence was attained.

Even among the failures there were very few exhibitions of total ignorance so painfully noticeable in former years.

Of the execution of the work, as regards handwriting and formation of figures, I am glad to be able to speak in the highest terms.

NATURAL PHILOSOPHY.

SENIOR GRADE.—BOYS.

Report of Rev. FRANCIS LENNON, D.D.

A fair proportion of boys in the Senior Grade have qualified for pass in Natural Philosophy but the number of candidates who have made really good answering is small. In many instances it is easily seen that a knowledge of the phenomena has been gained entirely from the text-book without the aid of laboratory appliances, and the useful practice of making rough sketches of the principal instruments required for illustration seems to be sadly neglected in most of the schools.

SENIOR AND JUNIOR GRADES.—GIRLS.

Report of Rev. FRANCIS LENNON, D.D.

The answering in Natural Philosophy of the Senior and Junior Grade Girls has been poor. Most of them have not yet learnt the elementary definitions and, even among those who have obtained marks qualifying for pass, there are some who possess little more than a mere superficial knowledge of the different subjects.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of J. H. STEWART, B.SC.

On the experimental questions, which formed the greater portion of the Middle Grade paper, the answering was very satisfactory and bore testimony to much sound and practical teaching. The numerical questions were, however, not so well answered. The two questions dealing with the Junior Grade course were missed oftener than the others, very few marks indeed having been obtained for the first question on the paper. The answering of the girls was marked by the same features as that of the boys but was of a decidedly weaker type.

JUNIOR GRADE.—BOYS.

Report of Rev. FRANCIS LENNON, D.D., and J. H. STEWART, B.SC.

The answering of the Junior Grade Boys has been satisfactory, in some instances it has been excellent. Many of them have got a good grasp of the leading principles of Experimental Mechanics and, what is equally important, have learnt to rely on their own judgment in making deductions from them. It was with great satisfaction that we observed this evidence of much sound and skilful teaching.

CHEMISTRY

JUNIOR, MIDDLE, AND SENIOR GRADES.—(BOYS AND GIRLS).

Report of E. A. LETTS, PH.D., F.C.S.

On the whole, I have been agreeably surprised at the excellence of the boys' answers in all three grades. It has been much better than I anticipated and some very high marks were obtained. I noticed, however, in the answers to one or two questions a certain uniformity of inaccuracy, or error, to which I draw attention without further comment. In the one or two questions I set involving a knowledge of practical work, the answers were, on the whole, very poor and, in many cases, very bad. From this I draw the conclusion that practical work is often not attempted in many schools or at the best is neglected. This I regret very much as it should afford a boy the best, I think, of the few opportunities his school life presents for developing and training the faculty of observation. The amount of laboratory instruction required by the syllabus is not great and involves only a slight outlay so that there is no excuse for its neglect. In making these observations, it is only just to say that a few of the answers in practical Chemistry were excellent, showing that in certain schools the subject is carefully taught and its value appreciated.

As regards the girls, very few candidates appeared. It is only fair however, to say that the answering of one or two of them was good.

DRAWING.

OBJECT DRAWING.

SENIOR GRADE—BOYS AND GIRLS.

Report of A. W. FENTON LANGMAN.

The girls sent in a very good set of drawings, and some of them were especially well shaded. There were only two absolutely bad, although others failed.

The representation of glazed surfaces was somewhat weak and the perspective of the shadows faulty.

In the boys' section, many drawings were very creditable. Some students failed to touch the shading evidently devoting too much time to the outline only.

This does not mean that careful drawing is to be neglected but that no lining-in is required in a shaded drawing.

PERSPECTIVE AND PROJECTION OF SHADOWS, &C.

Senior Grade—Boys and Girls.

Report of Thomas Scully, B.E.

In the Senior Grade Papers examined by me (Perspective and Projection of Shadows) both boys and girls were fairly sound on the Perspective part of the paper, but both failed miserably in Shadows, especially the girls who made little or no attempt to answer these questions, while the boys, save in two or three instances, were not much better.

Certain unfavourable features that characterized the girls' answering in these subjects last year were altogether absent on this occasion. Their answering in Perspective showed that they understood their work and they were fully up to the boys in this part of the examination.

In Perspective I may notice that most of the students adopt the plan of superimposing all the work for these questions on one Perspective diagram, leaving often a good deal of confusion and haziness about their construction lines, though in cases where, no doubt, they knew their work. This method hardly tends to the acquisition of as many marks as they otherwise might obtain.

Many students, in Perspective, seem to have set off the eye distance from the ground line, and not from the horizon line, and then completed their work with an extra five feet added to the proper distance, a mistake, no doubt, due to carelessness or haste. Briefly speaking, the answering in Perspective was good but in Shadows it was extremely bad.

Freehand.

Middle Grade.—Boys.

Report of Thomas Scully, B.E.

In freehand drawing in this Grade I was surprised at the number of good drawings sent in. The subject was by no means an easy one but I relied on the interest the students would be likely to take in drawing something that they could appreciate better than the more conventional subjects set at such examinations.

The exercise contained some more than usually difficult foreshortened curves, yet in the majority of cases the drawings were well attempted.

A great many of the best papers showed thorough ability on the part of the students.

Middle Grade.—Girls.

Report of W. E. Crowther.

The high standard of excellence which appears to be usual in this Grade was fully maintained this year.

The exercises are generally very neatly done though greater firmness of line is desirable. Certain qualities of the work would indicate that

inferior and unsuitable pencils are too often used. In very many instances the candidates have failed to place the sword handle properly on the top of the scabbard, being apparently unaware, if they recognised the object at all, that the blade lay within the scabbard.

Candidates who are inclined to be nervous as to sufficiency of time should notice that some of the best drawings sent in are not quite completely finished.

Practical Geometry.

Middle Grade.—Boys.

Report of P. J. Prendergast, C.E.

I regret to report that the answering of the majority of the Middle Grade Boys in this subject was unsatisfactory; there were, however, some brilliant exceptions whose answering, both for neatness and accuracy, deserves special commendation. Of the total number, 199, examined, 7 were over age. The average marks obtained by the over-age candidates equalled 24 out of 250 and 4 out of the 7 failed to obtain any marks. Fifty-two candidates out of the 192 under-age also failed to show any knowledge of the subject. My experience is that candidates, with few exceptions, in drawing rely on freehand or object drawing to score and therefore make little or no preparation in Practical Geometry or perspective.

Middle Grade.—Girls.

Report of A. W. Fenton Langman.

It seems evident from the papers sent in that a large number of the candidates were deficient in the knowledge of the ordinary terms used in geometrical drawing. The horizontal plane is mistaken for the vertical plane, or *vice versa*.

The questions are very seldom read with care.

Some of the students should not have been presented for examination.

Twenty-five per cent. of the marks assigned could have been secured in more cases if the very elementary part had been worked up at all thoroughly.

Freehand.

Junior Grade.—Boys.

Report of W. E. Crowther and A. W. Fenton Langman.

Together with an increase in the number of papers worked some improvement in the general standard of excellence must be noted.

It is undoubtedly the fact that a fair proportion of the candidates prepare for this examination upon methods which do not cause them to realise and secure the benefits to be derived from a sound training.

It must be observed, for instance, that a somewhat large proportion of the papers do not give evidence of methodical construction and an intelligent conception of the plan of the ornament with its more important lines of growth. The midribs of the leaves are not drawn completely from point to stem, which is advisable, the breaks and omissions of parts of those ribs should be left to the finishing stage. Some students have attempted to work without a centre line and many others, having drawn one, have neglected to maintain it during the progress of their work.

Perhaps the rarest quality is that of a good general form.

After the height and full width have been fixed the utmost attention should be given to the gradual development by observing the interspaces as well as the lines themselves.

A few of the drawings were executed in a coarse and untidy manner.

On the whole, however, there is much to be commended.

JUNIOR GRADE.—GIRLS.

Report of A. W. FENTON LANGMAN.

The following principal faults strike one upon looking through the papers. The main central line was not carefully kept to the end, hence many drawings were twisted.

The main lines of growth were put in afterwards instead of at first, resulting in mere maplike forms instead of developed work.

There was lack of grasp of the copy as a whole.

In some cases there was gross carelessness in balancing the widest part.

PRACTICAL GEOMETRY.

JUNIOR GRADE.—BOYS.

Report of P. J. PRENDERGAST, C.E.

I beg to report that the results of my examination of the Junior Grade Boys were, on the whole, favourable ; of the total number, 1,377, examined 57 failed to obtain any marks, 84 candidates were over age and their answering was unsatisfactory. A fair proportion made excellent answering in Practical Geometry, but failed to show any knowledge whatever of the Projection of Solids.

JUNIOR GRADE.—GIRLS.

Report of W. E. CROWTHER.

Perhaps in consequence of the remarks of former examiners, the candidates for this examination seem to have been selected with more care than in previous years and the average of attainments shown may be regarded as fairly satisfactory though there were few papers of excellence. Several extremely good papers obtained almost full marks.

It must again be reported that there are very few of the candidates who understand a scale since not five per cent. were able to state the equivalent, or representative fraction, of the scale of 1½ inches to a foot,

such grotesque answers as $\frac{9}{25}$ths, $\frac{1}{54}$th, $\frac{1}{72}$nd, and 75° being evolved after a long calculation. As a scale question is given every year it is remarkable that candidates are not better drilled in such.

There was a curious concurrence of inability to deal with question 2 although the construction is one of the earliest in *Rawle's Geometry*, the first mentioned text-book in the syllabus of examination. Quite thirty per cent. of the candidates did not know how to draw a simple chord within a circle, though many laboriously constructed a scale of chords instead. Very few succeeded in enlarging the four-sided figure in question 6.

Taking the whole of the papers, quite ten per cent. more marks could have been awarded if candidates had read the questions carefully, the failure to do so being specially apparent in solid geometry.

Freehand.

Preparatory Grade.—Boys.

Report of Thomas Scully, B.E.

There is very little to be said about the work in this grade in this subject save that the great majority of the students showed tolerable power to treat the exercise.

Only about eight per cent. of them failed, the Pass and Honour percentage being nearly equal, but the number of strikingly good exercises was small out of so large a number of candidates.

Preparatory Grade.—Girls.

Report of W. E. Crowther.

The exercises presented are generally creditable to the candidates and evidently the result of much conscientious study and effort. Thirty-four per cent. gained more than half marks while eleven per cent. had less than a quarter.

The drawings are nearly all clean and tidy though sufficient attention was not given to the slope of the inclined lines and the rendering of the tassels.

I am sorry to say that the appropriateness of a straight-lined example for this Grade is somewhat neutralized by the temptation it affords to ruling. A small number of papers have had marks deducted for this infringement of the rules.

SHORTHAND.

Junior, Middle and Senior Grades.—Boys and Girls.

Report of Henry Holt and Charles Ryan.

We beg to report that we have examined the papers of 668 candidates, classified as follows :—

	Boys.	Girls.	Total.
Junior Grade, ...	521	39	560
Middle Grade, . . .	91	3	94
Senior Grade, ...	13	1	14
Total, ...	625	43	668

The result of our examination has been as follows :—

——	Passed.	Failed.
Junior Grade—Boys, ...	224	297
„ Girls, ...	15	24
Middle Grade—Boys, ...	37	54
„ Girls, ...	—	3
Senior Grade—Boys, ...	3	10
„ Girls, ...	1	—
Total, ...	280	388

The candidates examined in the Junior Grade, with a few remarkable exceptions, showed a very limited acquaintance with the principles of phonography. In many cases they also exhibited a very imperfect knowledge of language and spelling, and a few were so grossly ignorant in this respect that we felt compelled to notice it in the marking sheets.

In the Middle and Senior Grades it was impossible not to come to the conclusion that most of those who had entered—there were of course some exceptions—had very little more teaching or practice than the Junior Grade candidates.

It was, under these circumstances, inevitable that the failures should be a heavy percentage.

It may not be out of place for the examiners to refer to some complaints which have reached the Assistant Commissioners with regard to the character of the papers.

In the Junior Grade candidates were required to take the entire of the "Phonographic Teacher" and a student who has thoroughly mastered that book ought to be able to write from sixty to seventy words per minute. Accordingly the "A" paper contained 2,063 words which a student writing sixty-eight words per minute should be able to do within the time. The "B" paper, for translation from shorthand into longhand, contained 890 words, or 30 words per minute.

In the Middle Grade, the candidates were supposed to have thoroughly familiarised themselves with the "Manual" in which case they should be able to write from eighty to ninety words per minute. The "A" paper contained 2,509 words, or 83 per minute, and the "B" paper 905 words. In the Senior Grade the "A" paper included 4,089 words, or 136 per minute; and the "B" paper 887 words. In both these grades an expert writer should be able to transcribe the entire within the time allotted.

It was nowhere laid down that a candidate should do the entire of the papers in order to obtain a Pass, or even to entitle him to Honors. Our object was that the Papers should be such as to give an opportunity to thoroughly proficient candidates, who were entitled to full marks, to show their ability.

Having regard to the present being the first examination in Shorthand and to the difficulties which candidates had to overcome, in consequence of their probable want of familiarity with the mode of examination by written papers, we decided to award the marks in accordance with the following scale:— In the Junior Grade "A" paper

30 words per minute and "B" paper 16 words per minute, to attain the standard number of marks. For the Middle Grade, "A" paper 60 words per minute, and in the "B" paper 20 and for the Senior Grade "A" paper 100, and in the "B" paper 22, words per minute.

It will thus be seen that in the Junior Grade a candidate could pass, if able to write 10 words per minute in the "A" paper and in the "B" paper $5\frac{1}{2}$ words per minute correctly. In point of fact, owing to the facility with which a student having some acquaintance with the theory of the art could get marks on the "C" paper, even less than this would enable him to pass. Yet it will be seen that out of the total 560 who entered, only 238, or $42\frac{1}{2}$ per cent., came up to this very moderate standard.

With regard to the Middle and Senior Grades similar observations may be made. The Examiners feel that they have adopted very low standards in all the Grades and that if they have erred at all it has been on the side of liberality in marking the Answer Books. It is manifest that if the candidates, instead of being examined by written papers, had been subjected to a dictation test the great majority of them would have made a more lamentable display. A very large number of candidates failed in all three papers but the theoretical knowledge of some enabled them to gain marks upon the "C" paper, which, although they did badly upon the practical "A" and "B" papers, enabled them upon the whole to pass the examination.

If the Shorthand Examinations are to be of value, and if the Certificates of the Commissioners are to be a reliable criterion of the acquirements of those who hold them, the examinations must be thorough. Teachers and candidates must make Shorthand a real object of study and not, as seems to have been largely done this year, regard it as a subject which can be "got up" in a few weeks, and complain if the Examination Papers are not of childish simplicity.

One candidate in the Middle Grade, being presumably unable to do the papers, was good enough to characterise them as "a swindle" and threw a flood of light upon his observation by adding that "he had been learning shorthand for about two months, and could write three words per minute!" We greatly fear that this, and even less, was the amount of preparation which many of the candidates had got for the Examination.

The Examiners are confident that no candidate who had acquired even an elementary knowledge of phonography and a very moderate facility in applying it has failed in the Examinations. It is with great regret that they have found it necessary to reject so many.

MUSIC.

Junior, Middle, and Senior Grades.—(Girls only).

Report of T. G. R. Jozé, mus.d.

I have carefully examined the Answer Books in Music (Senior, Middle, and Junior Grades) and beg to Report that the numbers who failed to Pass in each Grade, are as follows.

Senior Grade,	4	failed out of	56 candidates.
Middle Grade,	21	„	179 „
Junior Grade	119	„	547 „

I am pleased to notice a considerable improvement in general musical knowledge, particularly as regards part writing (Harmony), the formation of scales, and uses of the various clefs. Perhaps I received the least satisfactory answering to the questions referring to intervals and musical terms, and on the whole there were considerably fewer cases of absurd guesses as to the meanings of the several questions.

BOTANY.

Junior, Middle, and Senior Grades.—Girls only.

Report of George Sigerson, M.D.

I have examined, in the Junior Grade 110 papers, in the Middle Grade 33 papers, and in the Senior Grade 13 papers, presented by candidates taking Botany.

To arrive at the comparative value of the answering, it seemed to me desirable to find not only the percentage of failures but also to ascertain the percentage of passes at and over fifty per cent., and the percentage at and over seventy-five per cent.

These are the results :—

In the Junior Grade 16·36 per cent. failed to pass, 40 per cent. obtained 50 or over 50 per cent. of the total marks and 16·36 per cent. secured 75 per cent. or more.

In the Middle Grade, 30·3 per cent. failed, 39·4 per cent. obtained 50 or over 50 per cent., whilst 18 per cent. secured 75 per cent. or more.

In the Senior Grade 7·7 per cent. failed, 23 per cent. got 50 or over 50 per cent., and 15·4 per cent. secured 75 per cent. or more.

From these figures it may be inferred that the candidates of the Junior Grade attain relatively a higher general level. If such result were shown to be continuous through several years, then we should conclude that the students of the higher grades had fewer opportunities or facilities for acquiring a knowledge of their advanced sections than the junior pupils have. But it would be obviously a mistake to reason from the results of one year on a test applied to groups composed of different individuals.

The examination, on the whole, gives satisfactory results. The candidates have clearly taken an intelligent interest in the subject, and this increases where the descriptive or practical part increases. Hence, it is very desirable that pupils should be induced, at least to sketch from nature the plants, or parts of plants, with which they have to deal. Obtaining thus a clear correct idea of things, which they do not always get from books, they are taught habits of observation and the development of the perceptive faculties is encouraged whereas that development is discouraged where rote-memory is the rule. Finally, pupils thus acquire an interest in nature which leads to occupations in the open air—a necessity that must annually become more evident.

Appendix IV.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH RESULTS FEES WERE PAID IN 1893, AND AMOUNTS OF SUCH FEES.

LEINSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
CARLOW,	Carlow,	Carlow College,	3	—			16	4	0	16	4	0
	Do.,	Christian Schools,	8	7	18	4	20	17	2	28	15	6
	Tullow,	St. Patrick's Seminary,	2	—			6	7	0	6	7	0
DUBLIN,	Dublin,	Belvedere College (S.J.),	31	76	13	9	179	10	3	256	4	0
	Do.,	Carmelite Seminary, 41, Lower Dominick-street,	1	—			4	2	0	4	2	0
	Do.,	Catholic University School, 89, Lower Leeson-street,	22	29	0	0	96	19	0	125	19	0
	Do.,	Christian Schools, James's-street,	24	41	16	8	86	17	10	128	14	6
	Do.,	do., Marino,	5	3	1	8	21	0	10	24	2	6
	Do.,	do., North Brunswick-street,	29	28	15	0	119	7	0	148	2	0
	Do.,	do., North Richmond-street,	145	265	3	4	794	19	8	1,060	3	0
	Do.,	do., Synge-street,	54	53	5	10	220	0	8	273	6	6
	Do.,	do., Westland-row,	63	63	12	11	267	7	1	331	0	0
	Do.,	Great Brunswick-street School,	1	2	11	8	3	14	4	6	6	0
		Carried forward,	388	571	19	2	1,837	6	10	2,409	6	0

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
		Brought forward,	388	571	19	2	1,837	6	10	2,409	6	0
DUBLIN—*continued*,	Dublin,	High School, 40, Harcourt-street,	65	206	0	10	446	9	2	652	10	0
	Do.,	King's Hospital, Oxmantown,	15	51	13	4	104	5	2	155	18	6
	Do.,	Masonic Orphan Boys' School,	21	47	10	0	119	8	6	166	18	6
	Do.,	Private School, Clontarf,	1	0	18	4	2	17	8	3	16	0
	Do.,	Rathmines School,	29	66	15	0	174	3	0	240	18	0
	Do.,	Sandymount Academical Institution,	7	15	16	8	35	11	4	51	8	0
	Do.,	St. Mary's College, Rathmines,	16	15	3	4	69	10	2	84	13	6
	Do.,	Wesley College,	18	39	5	5	89	15	7	129	1	0
	Blackrock,	Blackrock College,	60	180	8	4	475	5	5	655	13	9
	Castleknock,	St. Vincent's College,	48	144	4	2	315	7	4	459	11	6
	Clondalkin,	St. Joseph's Seminary,	1	2	16	8	4	18	4	7	15	0
	Glasnevin,	St. Vincent's Orphanage,	31	50	0	5	122	9	7	172	10	0
	Kingstown,	Corrig School,	31	82	10	10	205	10	2	288	1	0
	Do.,	Kingstown School,	6	19	16	8	38	16	10	58	13	6
	Do.,	Northumberland School,	1	0	6	8	2	2	4	2	9	0
	Santry,	Santry School,	13	45	5	0	135	0	6	180	5	6
	Terenure,	Carmelite College,	7	9	10	0	22	11	6	32	1	6
		Carried forward,	758	1,550	0	10	4,201	9	5	5,751	10	3

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees— *continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount Paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
		Brought forward,	758	1,550	0	10	4,201	9	5	5,751	10	3
KILDARE,	Athy,	Abbey School,	3	6	16	8	13	5	4	20	2	0
	Do.,	Christian Schools,	19	27	5	0	83	16	0	111	1	0
	Newbridge,	St. Patrick's,	5	5	3	4	20	10	8	25	14	0
	Sallins,	Clongowes Wood College (S.J.),	70	214	18	4	537	10	8	752	9	0
KILKENNY,	Kilkenny,	Christian Schools,	14	23	0	10	58	12	2	81	13	0
	Do.,	Kilkenny College,	1	—			1	4	0	1	4	0
	Do.,	Pococke College,	17	60	8	4	97	1	2	157	9	6
KING'S COUNTY,	Parsonstown,	Presentation Brothers' Intermediate School,	6	1	11	8	20	19	10	22	11	6
LONGFORD,	Longford,	St. Mel's College,	7	31	12	11	73	10	7	105	3	6
LOUTH,	Drogheda,	Christian Schools,	15	14	1	8	56	0	4	70	2	0
	Do.,	Grammar School,	9	25	13	4	56	6	8	82	0	0
	Dundalk,	Christian Schools,	59	97	13	9	273	14	3	371	8	0
	Do.,	Educational Institution,	27	81	5	0	164	7	0	245	12	0
	Do.,	St. Mary's College,	25	78	1	8	183	17	7	261	19	3
		Carried forward,	1,035	2,217	13	4	5,842	5	8	8,059	19	0

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town,	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £ s. d.	Amount paid (Local Taxation Account). £ s. d.	Total Amount paid. £ s. d.
		Brought forward,	1,035	2,217 13 4	5,842 5 8	8,059 19 0
Meath,	Navan,	St. Finian's Seminary,	13	64 8 4	133 9 8	197 18 0
Queen's County,	Mountrath,	The Monastery,	3	3 6 8	13 7 10	16 14 6
	Portarlington,	Arlington School,	1	3 16 8	5 7 4	9 4 0
Westmeath,	Bunbrusna,	Farra School,	9	28 10 10	62 17 8	91 8 6
	Mullingar,	Christian Schools,	27	39 9 7	113 7 11	152 17 6
	Multyfarnham,	Wilson's Hospital,	1	---	6 3 0	6 3 9
Wexford,	Enniscorthy,	Christian Schools,	17	17 5 0	70 7 0	87 12 0
	Gorey,	do.,	4	3 8 4	11 13 2	15 1 6
	New Ross,	do.,	11	17 6 8	45 15 4	63 2 0
	Do.,	College of Our Lady of Good Counsel,	5	9 11 8	22 10 10	32 2 6
	Wexford,	Christian Schools,	2	9 15 0	16 16 6	26 11 6
	Do.,	St. Peter's College,	28	58 0 0	170 18 3	228 18 3
	Do.,	Tate School,	4	4 17 1	19 3 5	24 0 6
	Do.,	Wexford School,	1	2 3 4	3 0 8	5 4 0
Wicklow,	Bray,	Bray School,	2	4 3 4	11 11 8	15 15 0
		Total,	1,163	2,483 15 10	6,548 15 11	9,032 11 9

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees —*continued.*

ULSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
ANTRIM,	Ballycastle,	Intermediate School,	1	2	16	8	5	8	4	8	5	0
	Ballymena,	Gracehill Academy,	5	6	0	0	22	8	6	28	8	6
	Do.,	Intermediate School, 15, Castle-street,	2	12	3	4	19	18	8	32	2	0
	Do.,	do., Galgorm-road,	4	13	13	4	21	18	8	35	12	0
	Do.,	Wellington School,	1	6	5	0	9	2	6	15	7	6
	Ballymoney,	Intermediate School,	8	26	4	2	61	2	10	87	7	0
	Belfast,	Christian Schools,	29	38	18	4	103	7	8	142	6	0
	Do.,	Mercantile College,	14	22	5	5	70	3	1	92	8	6
	Do.,	Methodist College,	60	203	17	1	460	0	11	663	18	0
	Do.,	Royal Academical Institution,	59	245	18	4	496	18	2	742	16	6
	Do.,	Royal Academy,	24	68	15	0	170	6	6	239	1	6
	Do.,	St. Malachy's College,	27	54	11	8	133	1	4	187	13	0
	Larne,	Grammar School,	4	10	3	4	26	9	8	36	13	0
	Lisburn,	Drumbo Intermediate School,	3	3	13	4	16	17	8	20	11	0
	Do.,	Intermediate and University School,	2	4	3	4	15	7	8	19	11	0
	Randalstown,	Parkgate Intermediate School,	3	3	0	0	9	11	6	12	11	6
ARMAGH,	Armagh,	The Academy,	2	1	18	9	7	9	3	9	8	2
	Do.,	Royal School,	4	9	10	0	22	8	6	31	18	6
	Do.,	St. Patrick's College,	12	48	7	6	113	19	0	162	6	6
		Carried forward,	264	782	4	7	1,786	0	5	2,568	5	0

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
		Brought forward, . . .	264	782	4	7	1,786	0	5	2,568	5	0
ARMAGH—*continued*,	Lurgan, . . .	The College, ...	21	64	18	9	158	12	9	223	11	6
	Portadown, . . .	Intermediate School, ...	4	1	13	9	8	2	9	9	16	6
CAVAN, . . .	Cavan, . . .	Royal School, ...	5	22	0	10	38	18	2	60	19	0
	Do., . . .	St. Patrick's College, ...	8	7	10	0	46	10	0	54	0	0
DONEGAL, . . .	Donegal, . . .	Intermediate School, ...	1	3	11	8	8	4	4	11	16	0
	Letterkenny, . .	Diocesan Seminary, ...	10	25	13	4	58	2	2	83	15	6
	Lifford, . . .	Prior Endowed School, ...	4	3	14	7	10	19	11	14	14	6
DOWN, . . .	Banbridge, . . .	Academical Institution, ...	10	24	17	6	52	3	0	77	0	6
	Dromore, . . .	Intermediate School, ...	3	0	3	4	6	14	8	6	18	0
	Holywood, . . .	Upper Sullivan School, ...	13	34	3	4	74	19	8	109	3	0
	Newry, . . .	Christian Schools, ...	35	26	8	9	163	7	3	189	16	0
	Do., . . .	Intermediate School, ...	17	49	13	9	128	10	3	178	4	0
	Do., . . .	St. Colman's College, ...	5	19	10	0	45	8	0	64	18	0
	Newtownards, . .	Intermediate School, ...	1	3	0	0	5	6	0	8	6	0
	Warrenpoint, . .	Madame Ternau's School, ...	1	0	3	4	0	9	8	0	13	0
FERMANAGH, . .	Enniskillen, . . .	Portora Royal School, ...	19	41	15	0	96	17	3	138	12	3
		Carried forward, . . .	421	1,111	2	6	2,689	6	3	3,800	8	9

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
		Brought forward,	421	1,111	2	6	2,689	6		3,800	8	9
Londonderry,	Coleraine,	Academical Institution,	25	79	18	4	208	17	2	288	15	6
	Do.,	Brynderwyn School,	1		—		0	7	6	0	7	6
	Londonderry,	Academical Institution,	15	40	10	5	91	1	1	131	11	6
	Do.,	Foyle College,	27	74	3	2	166	5	9	240	8	11
	Do.,	St. Columb's College,	22	38	15	0	112	9	6	151	4	6
	Maghera,	Intermediate School,	1		—		3	18	0	3	18	0
	Magherafelt,	Rainey School,	1		—		7	7	0	7	7	0
	Moneymore,	Intermediate School,	4	6	2	6	25	4	0	31	6	6
Monaghan,	Monaghan,	Christian Schools,	5	4	16	8	22	19	10	27	16	6
	Do.,	Collegiate School,	6	20	10	0	37	11	6	58	1	6
	Do.,	St. Macarten's Seminary,	10	31	1	8	95	8	1	126	9	9
Tyrone,	Castlederg,	Intermediate School,	1	3	8	4	6	6	8	9	15	0
	Clogher,	do.,	3	10	1	8	24	9	4	34	11	0
	Cookstown,	The Academy,	6	20	13	4	38	7	2	59	0	6
	Dungannon,	Royal School,	15	44	1	8	109	8	4	153	10	0
	Do.,	St. Patrick's Academy,	10	8	0	0	52	10	6	60	10	6
	Omagh,	Christian Schools,	14	17	13	9	58	17	3	76	11	0
	Do.,	Intermediate School,	2	3	16	8	11	0	4	14	17	0
	Strabane,	The Academy,	5	10	15	0	28	13	0	39	8	0
		Total,	594	1,525	10	8	3,790	8	3	5,315	18	11

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

MUNSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £	s.	d.	Amount paid (Local Taxation Account). £	s.	d.	Total Amount paid. £	s.	d.
Clare,	Ennis,	Christian Schools,	32	46	14	8	131	10	1	178	4	9
	Do.,	Diocesan College,	24	48	17	6	137	18	3	186	15	9
	Kilrush,	Christian Schools,	4	6	4	2	9	7	10	15	12	0
Cork,	Bandon,	Grammar School,	3	5	2	6	10	4	6	15	7	0
	Charleville,	Christian Schools,	17	40	0	10	99	0	2	139	1	0
	Cork,	do.,	142	243	10	5	699	2	7	942	13	0
	Do.,	Christian Brothers' College,	42	85	9	2	215	19	10	301	9	0
	Do.,	Collegiate School, 49, South Mall,	4	16	5	0	29	10	6	45	15	6
	Do.,	Grammar School,	19	39	10	0	102	4	6	141	14	6
	Do.,	Presentation College, Mardyke,	59	114	8	4	311	16	2	426	4	6
	Do.,	Queen-street Collegiate School,	17	63	1	8	121	9	4	184	11	0
	Do.,	University and Intermediate School, Great George's-street.	1	—			1	7	0	1	7	0
	Fermoy,	Christian Schools,	10	12	11	8	45	9	4	58	1	0
	Do.,	St. Colman's College,	40	162	16	3	368	14	3	531	10	6
	Mallow,	Patrician Academy,	13	30	18	4	85	5	8	116	4	0
		Carried forward,	427	915	10	6	2,369	0	0	3,284	10	6

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
		Brought forward,	427	915	10	6	2,369	0	0	3,284	10	6
Cork—*continued*,	Midleton,	Christian Schools,	36	35	11	8	121	4	10	156	16	6
	Do.,	The College,	5	8	2	11	18	7	1	26	10	0
	Queenstown,	Presentation College,	14	26	5	0	70	2	6	96	7	6
	Rosscarbery,	St. Faughnan's College,	2	2	16	8	9	19	4	12	16	0
	Skibbereen,	University and Intermediate School,	4	9	8	4	22	6	2	31	14	6
	Youghal,	Christian Schools,	25	25	18	4	82	4	2	108	2	6
Kerry,	Dingle,	do.,	16	7	18	4	51	1	2	58	19	6
	Killarney,	St. Brendan's Seminary,	30	93	6	8	231	17	4	325	4	0
	Listowel,	St. Michael's College,	10	14	18	4	54	0	8	68	19	0
	Tralee,	Christian Schools,	23	31	5	0	92	2	6	123	7	6
	Do.,	Intermediate and University School,	6	18	1	8	39	3	10	57	5	6
Limerick,	Bruff,	Christian Schools,	5	2	16	8	18	8	4	21	5	0
	Do.,	St. Patrick's Seminary,	3	9	19	2	19	14	10	29	14	0
	Kilcornan,	Drumlohan School,	1	—			5	10	6	5	10	6
	Limerick,	Christian Schools,	69	90	8	9	319	19	9	410	8	6
	Do.,	Leamy School,	2	5	13	4	9	7	8	15	1	0
		Carried forward,	678	1,298	1	4	3,534	10	8	4,832	12	0

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £	s.	d.	Amount paid (Local Taxation Account). £	s.	d.	Total Amount paid. £	s.	d.
		Brought forward,	678	1,298	1	4	3,534	10	8	4,832	12	0
LIMERICK—*continued*,	Limerick,	Sacred Heart College (S.J.),	19	31	9	2	74	19	4	106	8	6
	Do.,	St. Munchin's College,	12	32	14	7	69	9	11	102	4	6
TIPPERARY,	Carrick-on-Suir,	Christian Schools,	6	7	8	4	16	8	2	23	16	6
	Cashel,	Rockwell College,	44	81	7	7	235	12	8	317	0	3
	Clonmel,	Christian Schools,	4	9	5	0	14	3	0	23	8	0
	Do.,	do., SS. Peter and Paul's,	17	43	4	2	89	2	10	132	7	0
	Nenagh,	do.,	20	21	10	10	73	8	5	94	19	3
	Tipperary,	do.,	26	19	17	3	100	15	7	120	12	10
	Do.,	Grammar School,	10	21	4	2	54	16	10	76	1	0
WATERFORD,	Dungarvan,	Christian Schools,	23	47	5	0	105	10	0	152	15	0
	Do.,	St. Augustine's Seminary,	5	18	8	4	37	1	2	55	9	6
	Lismore,	Christian Brothers' College,	7	11	15	0	38	4	6	49	19	6
	Do.,	The College,	3	4	0	0	13	10	6	17	10	6
	Waterford,	Christian Schools,	36	32	1	8	132	17	4	164	19	0
	Do.,	Christian Brothers' College,	24	60	12	9	165	17	4	226	10	1
	Do.,	Diocesan School,	5	6	16	8	22	3	10	29	0	6
		Total,	939	1,747	1	10	4,778	12	1	6,525	13	11

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

CONNAUGHT.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
Galway,	Galway,	Grammar School,	17	70	5	10	136	1	8	206	7	6
	Do.,	St. Ignatius College,	3	6	8	4	12	11	8	19	0	0
	Loughrea,	St. Brendan's College,	3	9	13	4	18	17	8	28	11	0
	Do.,	St. Joseph's Seminary, Cartron,	1		—		4	12	0	4	12	0
	Tuam,	Christian Schools,	7	7	16	8	18	3	4	26	0	0
	Do.,	St. Jarlath's College,	12	52	19	2	113	1	10	166	1	0
Mayo,	Ballina,	St. Muredach's,	2	3	8	4	11	14	2	15	2	6
	Westport,	Christian Schools,	16	13	4	2	54	4	10	67	9	0
Roscommon,	Athlone,	Ranelagh School,	20	61	8	9	128	7	3	189	16	0
	Do.,	St. Mary's Intermediate School,	9	13	5	0	40	5	0	53	10	0
	Elphin,	Grammar School,	5	4	6	8	20	2	4	24	9	0
Sligo,	Sligo,	Primrose Grange School,	17	40	1	3	100	11	10	140	13	6
	Do.,	Summer Hill College,	28	89	10	10	200	19	2	290	10	0
	Do.,	Elphin Diocesan School,	1		—		3	12	0	3	12	0
		Total,	141	372	8	9	863	1	9	1,235	13	6

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

GIRLS.

LEINSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
DUBLIN,	Dublin,	Alexandra College,	24	147	8	4	293	19	11	441	8	3
	Do.,	Alexandra School,	41	63	18	4	168	17	2	232	15	6
	Do.,	Belgrave School, Rathmines,	3	3	5	0	13	4	0	16	9	0
	Do.,	Dominican Convent, 19, Eccles-street,	23	72	8	4	146	9	2	218	17	6
	Do.,	German College, Ranelagh,	4	13	9	2	21	5	4	34	14	6
	Do.,	King's Hospital, Oxmantown,	1	2	9	7	5	3	5	7	13	0
	Do.,	Harrington College,	9	16	10	0	37	17	0	54	7	0
	Do.,	Loretto Convent, 43, North Great George's-street,	7	14	0	10	26	9	8	40	10	6
	Do.,	Loretto Convent, Stephen's-green,	13	34	15	10	80	3	8	114	19	6
	Do.,	Loretto Convent, Rathmines,	5	11	11	8	26	10	7	38	2	3
	Do.,	Masonic Female Orphan School,	8	24	16	8	42	13	4	67	10	0
	Do.,	Norfolk House School, Rathgar,	—		—			—			—	
	Do.,	Miss Jones' Private School, 19, Leinster-square, Rathmines.	5	10	17	6	21	5	0	32	2	6
	Do.,	Pleasant's School,	5		—		23	3	0	23	3	0
		Carried forward,	148	415	11	3	907	1	3	1,322	12	6

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	148	415 11 3	907 1 3	1,322 12 6
DUBLIN—*continued*,	Dublin,	Rathgar School, the Misses Semple,	9	25 14 2	57 1 4	82 15 6
	Do.,	Rutland School,	26	93 10 0	174 19 6	268 9 6
	Balbriggan,	Loretto Convent,	7	10 8 4	43 12 2	54 0 6
	Blackrock,	Sion Hill Convent,	8	20 8 4	57 14 2	78 2 6
	Castleknock,	Mercer's School,	1	—	4 8 6	4 8 6
	Dalkey,	Loretto Abbey,	5	17 16 8	31 5 10	49 2 6
	Dundrum,	Taney School,	1	—	4 8 0	4 8 0
	Kingstown,	Ladies' Collegiate School,	2	1 8 4	4 0 8	5 9 0
	Do.,	Royal Terrace School,	1	—	4 8 0	4 8 0
	Do.,	French Select School,	1	2 10 0	3 15 0	6 5 0
	Monkstown,	Belgrave-square School,	1	—	3 17 6	3 17 6
	Rathfarnham,	Loretto Abbey,	9	12 5 10	38 6 2	50 12 0
	Sandymount,	Academical Institution,	1	—	1 5 0	1 5 0
	Terenure,	Mount Tallant School,	1	2 13 4	4 6 8	7 0 0
		Carried forward,	221	602 6 3	1,340 9 9	1,942 16 0

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town	Name of School.	No. of Students paid on.	Total Amount paid.	Amount paid (Local Taxation Account).	Amount paid (Original Endowment).
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	221	602 6 3	1,340 9 9	1,942 16 0
KILDARE,	Athy,	Abbey School,	1	—	1 4 0	1 4 0
	Do.,	Convent of Mercy School,	2	6 3 4	11 10 8	17 14 0
	Newbridge,	St. Patrick's,	1	—	2 17 6	2 17 6
KILKENNY,	Kilkenny,	Loretto Convent,	13	26 3 4	58 18 8	85 2 0
LONGFORD,	Longford,	Convent of Mercy,	3	2 13 4	6 15 2	9 8 6
LOUTH,	Dundalk,	Ladies' School,	7	16 13 4	38 6 8	55 0 0
MEATH,	Navan,	Loretto Convent,	15	31 16 8	79 17 4	111 14 0
QUEEN'S CO.,	Mountmellick,	Friends' School,	9	29 19 2	59 10 10	89 10 0
WESTMEATH,	Mullingar,	Loretto Convent,	4	11 13 4	23 14 2	35 7 6
WEXFORD,	Enniscorthy,	Loretto Convent,	5	2 8 4	16 13 2	19 1 6
	Gorey,	Loretto Abbey,	5	9 8 4	26 16 2	36 4 6
	Wexford,	Loretto Convent,	8	10 0 0	32 5 0	42 5 0
WICKLOW,	Bray,	Loretto Convent,	8	15 17 6	38 4 6	54 2 0
		Total,	304	765 2 11	1,737 3 7	2,502 6 6

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees.—*continued.*

ULSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
Antrim,	Ballycastle,	Intermediate School,	1	2 8 4	3 7 8	5 16 0
	Ballymena,	Gracehill Academy,	1	—	3 0 0	3 0 0
	Do.,	Ladies' School, Flixton-place,	8	16 15 10	35 1 2	51 17 0
	Do.,	Wellington School,	2	7 0 10	11 8 8	18 9 6
	Ballymoney,	Intermediate School,	3	5 10 0	12 0 6	17 10 6
	Do.,	Ladies' School,	10	20 1 8	51 11 10	71 13 6
	Belfast,	Convent Select School,	1	—	4 5 6	4 5 6
	Do.,	Girls' Collegiate School,	3	2 13 4	12 18 2	15 11 6
	Do.,	Victoria College,	88	303 4 7	645 10 11	948 15 6
	Do.,	Ladies' School, 4, Princess Gardens,	6	26 10 0	52 5 6	78 15 6
	Do.,	Methodist College,	27	71 19 2	175 1 10	247 1 0
	Do.,	Mercantile College,	2	14 5 0	29 1 0	43 6 0
	Do.,	The Elms, Belmont,	3	3 17 6	14 12 6	18 10 0
	Do.,	Oriel College,	9	32 15 0	69 9 6	102 4 6
	Do.,	Ormeau Intermediate and Commercial Academy,	1	2 11 8	4 6 4	6 18 0
	Do.,	Ladies' School, Wellington-park,	5	22 16 8	39 17 4	62 14 0
	Carrickfergus,	Alexandra School,	7	21 9 2	46 4 4	67 13 6
	Larne,	Grammar School,	1	4 10 0	6 6 0	10 16 0
	Lisburn,	Sacred Heart Convent,	4	8 8 4	18 9 8	26 18 0
	Randalstown,	Parkgate Intermediate School,	3	6 0 0	14 8 6	20 8 6
		Carried forward,	185	572 17 1	1,249 6 11	1,822 4 0

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	185	572 17 1	1,249 6 11	1,822 4 0
ARMAGH,	Armagh,	The Academy,	2	6 16 8	17 0 4	23 17 0
	Portadown,	Alexandra School,	8	10 0 10	38 0 2	48 1 0
DONEGAL,	Donegal,	Intermediate School,	1	4 7 6	6 13 0	11 0 6
	Lifford,	Prior Endowed School,	1	—	3 0 0	3 0 0
	Ramelton,	Ladies' School,	4	7 9 2	20 6 4	27 15 6
DOWN,	Banbridge,	Ladies' Collegiate School,	5	0 19 2	15 17 10	16 17 0
	Bangor,	Endowed School,	4	7 19 2	16 13 4	24 12 6
	Dromore,	Intermediate School,	2	3 16 8	6 14 4	10 11 0
	Holywood,	Upper Sullivan School,	14	36 13 4	92 17 2	129 10 6
	Newry,	Convent of Mercy,	3	3 1 8	15 10 10	18 12 6
	Do.,	Ladies' Collegiate School,	13	51 2 6	86 5 6	137 8 0
	Newtownards,	Intermediate School,	1	2 16 8	4 4 4	7 1 0
	Warrenpoint,	Madame Ternan's School,	8	23 5 0	45 9 6	68 14 6
LONDONDERRY,	Coleraine,	Brynderwyn Ladies' School,	2	6 11 8	13 0 4	19 12 0
	Gordonville,	Ladies' School,	2	5 10 0	9 16 0	15 6 0
		Carried forward,	255	743 7 1	1,640 15 11	2,384 3 0

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	255	743 7 1	1,640 15 11	2,384 3 0
Londonderry—*con.*	Londonderry,	Ladies' Collegiate School,	38	126 2 6	254 15 6	380 18 0
	Do.,	Ladies' School, Cloney-terrace,	2	—	8 9 0	8 9 0
	Do.,	Miss Jenkins' School,	3	—	8 15 6	8 15 6
	Do.,	Strand House School,	36	127 16 8	242 13 10	370 10 6
	Maghera,	Intermediate School,	4	7 6 8	20 16 10	28 3 6
Monaghan,	Carrickmacross,	Convent of St. Louis,	10	25 4 2	51 9 10	76 14 0
	Monaghan,	St. Louis Convent,	15	21 16 8	57 3 10	79 0 6
	Do.,	Ladies' School,	5	15 12 6	30 17 0	46 9 6
Tyrone,	Clogher,	Intermediate School,	2	3 13 4	11 16 8	15 10 0
	Cookstown,	Ladies' School,	5	17 3 4	32 11 8	49 15 0
	Dungannon,	Ladies' School,	3	6 7 6	16 12 6	23 0 0
	Omagh,	Intermediate School,	2	3 5 0	10 2 6	13 7 6
	Do.,	Loretto Convent,	4	9 1 8	18 12 4	27 14 0
		Total,	384	1,106 17 1	2,405 12 11	3,512 10 0

List of Schools to the Managers of which Results Fees were Paid in 1893, and Amounts of such Fees—*continued.*

MUNSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
CLARE,	Ennis,	Convent of Mercy,	11	27 4 2	62 14 4	89 18 6
CORK,	Cork,	High School for Girls,	8	10 0 0	31 19 6	41 19 6
	Do.,	Miss Hill's School,	2	3 5 0	8 16 6	12 1 6
	Do.,	Miss Mulhare's Seminary,	7	21 1 3	39 2 3	60 3 6
	Do.,	Misses Sheppard's School, 4, St. Luke's-place,	3	8 6 8	24 10 4	32 17 0
	Do.,	Rochelle Seminary,	5	18 15 0	30 11 0	49 6 0
	Do.,	Ursuline High School, St. Angela's, Richmond,	38	71 0 0	196 14 6	267 14 6
	Queenstown,	Convent of Mercy,	6	11 6 8	29 1 4	40 8 0
KERRY,	Killarney,	Loretto Convent,	8	20 8 4	55 4 8	75 13 0
	Tralee,	Presentation Convent,	9	9 15 0	39 12 0	49 7 0
	Do.,	Primary and Intermediate School,	3	2 13 4	10 17 8	13 11 0
LIMERICK,	Kilcornan,	Drumlohan School,	1	—	3 16 6	3 16 6
	Limerick,	Leamy School,	5	10 18 4	20 6 2	31 4 6
TIPPERARY,	Roscrea,	Miss Hughes' School,	3	3 10 0	13 13 6	17 3 6
WATERFORD,	Waterford,	Sacred Heart Convent, Ferrybank,	10	18 4 2	34 17 10	53 2 0
	Do.,	Ladies' School,	3	2 10 0	10 8 0	12 18 0
		Total,	122	238 17 11	612 6 1	851 4 0

CONNAUGHT.

ROSCOMMON,	Boyle,	Academical Institution,	2	5 18 4	10 3 8	16 2 0

Appendix V.

The Burke Memorial Prizes.

A sum of money, subscribed in memory of the late Thomas Henry Burke, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18*s.* 11*d.* Consols) :—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10 ; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows :—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering ; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering ; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

No. 6494.

Dublin Castle,
28th May, 1894.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 25th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Annual Report of the Intermediate Education Board for Ireland for the year 1893.

I am,
Gentlemen,
Your obedient Servant,

(Signed) D. HARREL.

The Assistant Commissioners
of Intermediate Education,
1, Hume-street.

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SCHEME No. 34.

EDUCATION (IRELAND).

ANNUAL REPORT

OF THE

COMMISSIONERS OF EDUCATION

IN

IRELAND,

FOR THE YEAR 1893.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEXANDER THOM & CO. (LIMITED).

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1894.

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TABLE OF CONTENTS.

	PAGE
REPORT OF THE COMMISSIONERS,	3–7
The Commissioners—	
Present Constitution,	3
Meetings,	3
Finance Committee, Offices, and Staff,	3
Inspection of Buildings vested in Commissioners,	3–4
Accounts of the Commissioners,	4
Ulster Royal School Endowments,	4–5
The Local Boards,	4
Schools sharing in the Endowments,	4–5
Armagh District,	4
Cavan District,	4
Tyrone District,	5
Fermanagh District,	5
Donegal District,	5
Other Endowments—	
Other Royal Schools,	6
Private Schools—Clonmel; Midleton; Preston School, Navan; Ballyroan School,	6
Diocesan School Funds,	6
Estate Management,	6–7
APPENDICES—	
Appendix A.—Attendance Rolls of Commissioners and Finance Committee,	8
Appendix B.—Reports of Board of Works on School Buildings vested in Commissioners,	9
Appendix C.—Balance Sheet and Accounts,	12–17
Appendix D.—Local Boards, 1894, Constitution of,	18–19
Appendix E.—Reports of Local Boards,	20–32

ANNUAL REPORT

OF THE

COMMISSIONERS OF EDUCATION IN IRELAND

FOR THE YEAR 1893.

TO HIS EXCELLENCY ROBERT OFFLEY ASHBURTON,
BARON HOUGHTON,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

WE, the Commissioners of Education in Ireland, respectfully submit the following general Report of our proceedings during the year 1893.

Death of two Commissioners

We regret to have to report the death of two of our number during the year—His Grace the Most Reverend Dr. Knox, the late Lord Primate, who represented the Armagh Protestant Local Board, and the Most Rev. Dr. Donnelly, Bishop of Clogher, the representative of the Fermanagh Roman Catholic Local Board. Their places have been filled by the election of the present Lord Primate by the Armagh Board, and the Venerable Archdeacon Smollen, P.P., Enniskillen, by the Fermanagh Board. Only one other change has taken place in the constitution of the Commission since the date of our last Report: the Right Rev. Monsignor Byrne, P.P., V.G., Dungannon, having been elected to represent the Tyrone Roman Catholic Board in place of the Most Rev. Dr. O'Doherty, Bishop of Derry.

Present constitution of Commission.

Meetings and attendances.

We held ordinary meetings on January 26, April 13, July 15, and October 12, and a Special Meeting on June 15. A Table of Attendances of the Commissioners is given *infra*, Appendix A, p. 8. As stated in our last Report, we elected the Right Rev. Monsignor Molloy to be our Chairman, and the Provost of Trinity College to be our Vice-Chairman for the year.

Finance Committee.

The Finance Committee met seventeen times during the year for the transaction of financial business, and such other business, as we from time to time referred to them. A Table showing the days of meeting of this Committee, and the attendances of its members, will be found *infra*, Appendix A, p. 8.

Office Staff and Offices.

There has been no change in our office staff since the election of our present Secretary on January 26, 1893. We have, however, moved our offices from No. 5, Leinster Street to the apartments at No. 23, Nassau Street, which were occupied by the Educational Endowments Commission.

INSPECTION of BUILDINGS VESTED in the COMMISSIONERS.

Inspection of Buildings.

A correspondence was in progress, at the beginning of the year, with the Lords Commissioners of Her Majesty's Treasury, on the method to be adopted to insure a periodical inspection, by competent persons, of all School buildings vested in us. We

suggested that the services of Mr. Mitchell, who had been our Architect at a salary of £84 per annum, should be made use of for this purpose, and we asked Their Lordships to authorize an annual payment to him of £50, out of the vote for the expenses of the Commission. The Treasury, however, declined to accept this proposal, and suggested, instead, that the work in question might be done by the Surveyors of the Board of Works, as part of their ordinary duties. This course was adopted by us; all the buildings vested in us were inspected in the summer and autumn, and the reports of the Surveyors were furnished to us. We print these Reports in the Appendix B, *infra*, p. 9.

Accounts.

Accounts.

* Our Balance Sheet and Accounts for the year 1893, which have been submitted for audit to the Local Government Board, appear in Appendix C, *infra*, p. 12. Our total receipts for the year, including a sum of £111 19*s.* 11*d.*, the dividends on the invested Building Funds belonging to the Cavan, Fermanagh, and Tyrone Roman Catholic Boards, amounted to £9,132 6*s.* 2*d.*, as against £7,103 17*s.* 9*d.* for the year 1892.

The large increase in the income of 1893 is due to the circumstance that a considerable portion of the 1892 rents were only collected in the early months of 1893; while, on the other hand, the receipts during the year, on account of the 1893 rents, were somewhat larger than usual. With regard to the amounts distributed between the Local Boards of Education, it is to be observed that the division of the net income, from any given half year, does not take place until some time in the succeeding half year; and, accordingly, the amounts distributed, as shown by the accounts, are to be referred to income received during the last half of the year 1892, and the first half of the year 1893; while the balances to credit, at the end of 1893, show the amounts available for distribution in January, 1894, in respect of income received during the latter half of the year 1893.

In our remarks as to our Estates, we shall refer to the subject of Rents and Rent Collection.

During the year, we invested a sum of £920 4*s.* 10*d.*, accumulations of income, in the purchase of £989 7*s.* 1*d.* Government Stock, the particulars whereof will be found, *infra*, p. 17, Appendix C, No. V.

The Ulster Royal School Endowments.

Local Boards.

The Local Boards.—In Appendix D we give a list of the present members and officers of the Local Boards of Education, and in Appendix E we print the Annual Reports of the same Boards.

Armagh.

I. *Armagh District.*—The Armagh Protestant Board is in possession, at a yearly rent of £231, of the buildings and premises formerly occupied by the Armagh Royal School. This rent was fixed, as stated in our last Report, having regard to the present value of expenditure proved to have been made, on the Armagh School premises, by private Protestant benefactors.

The Protestant Board, in their Annual Report, refer to the terms under which they obtained possession of the School Buildings. They report the condition of the School as being satisfactory; in December, 1893, there were 18 Boarders and 32 Day Boys in attendance, as against 17 Boarders and 32 Day Boys on December 31, 1892.

The Roman Catholic Board have not, as yet, established or recognised any school as a school to share in the Armagh Royal School Endowment, and they state that it is their intention to accumulate, during the period referred to in the Scheme as "the first three years," their distributive share of the Endowment.

During the year we distributed a sum of £400 between the two Local Boards; the total income being £1,530 12*s.* 1*d.*

Cavan.

II. *Cavan District.*—The School established by the Protestant Board in the premises of the old Royal School shows a slight falling off in numbers. In December, 1893, there were 26 Day Boys and 4 Boarders, while on December 31, 1892, there were 30 Day Boys and 3 Boarders.

* April 16, 1894. Accounts audited, and certified, this day, to be correct.

N. D M.

St. Patrick's College, Cavan, is recognised as the Catholic Intermediate School of the district. The number of pupils in attendance on December 31, 1893, was 54, of whom 35 were Boarders, and 19 were Day Boys.

The total income for the year was £601 10*s.* 3*d.*, and we distributed between the two Boards a sum of £300.

III. *Tyrone District.*—On February 24, 1893, the Tyrone Protestant Board took formal possession of their part of the old Dungannon Royal School premises in pursuance of the agreement for division referred to in our last report. And on March 24, possession was given to the Roman Catholic Board of the garden and the field called Stuart's field, which came to them under the agreement in question. Tyrone.

In further pursuance of this agreement, the Roman Catholic share of the premises has been sold, with our sanction, for a sum of £350, which was paid to us in June, 1893, and thereupon a conveyance of this property, to Trustees for the purchasers, the Roman Catholic community of Dungannon, was duly executed by us.

The Building Fund of the Tyrone Roman Catholic Board consisted, therefore, of a sum of £2,050 ; £1,700 being payable by the Tyrone Protestant Board, under the above agreement, and the balance being the sum of £350 paid to us, as stated above. At the request of the Tyrone Roman Catholic Board, we applied £38 5*s.* in discharge of half the cost of building a wall between the Protestant and Roman Catholic portions of the Dungannon School premises. The Tyrone Roman Catholic Building Fund is now, therefore, £2,011 15*s.* 0*d.*, of which £311 15*s.* 0*d.* has been invested in Government Stock, £300, part of the above sum of £1,700, has lately been paid to us by the Tyrone Protestant Board, and the balance, £1,400, is still due by that Board, and bears interest in their hands at the rate of 4 per cent per annum.

The Protestant Board report that the School which was opened by them in the old School Buildings continues to make steady progress. On October 24, 1893, there were 24 Boarders and 41 Day Boys in attendance, as against 38 Day Boys only in 1892.

The Roman Catholic Board report that the attendance at the Academy opened by them is satisfactory, there having been 24 pupils in constant attendance for some time previous to November 7, 1893, and in December, 1893, the numbers rose to 26.

The total income of the Dungannon School Endowment for the year 1893 was £2,237 15*s.* 3*d.*, and during the year we paid to the Tyrone Boards, on account of income, the sum £442.

IV. *Fermanagh District.*—The School opened by the Protestant Board in the Portora School Buildings has been well maintained during the year. The Board refers to the prosperity and success of the School, and they attached to their Report a list of the successes of their pupils for the year to June, 1893. In December, 1893, there were on the books 73 Boarders and 33 Day boys, as compared with 83 Boarders and 39 Day Boys during the last quarter of 1892. Fermanagh.

The Roman Catholic Board reports distinctions obtained by students of St. Macarten's Seminary at the Intermediate Examinations in the year 1892, when there were 46 pupils in attendance at the Seminary. At the end of the year 1893 there were 53 Boarders at the Seminary.

The total income of the Royal School Endowment was £2,720 3*s.* 3*d.*, and we distributed between the Local Boards a sum of £630,

V. *Donegal District.*—At the date of our last Report, the question as to the expenditure of moneys on Raphoe Royal School Buildings, by private Protestant Benefactors, and the present value of such expenditure, remained undetermined. We have since agreed to allow a yearly value of £10 in respect of such expenditure, and accordingly an abatement of that amount has been ordered to be made, as against the yearly rent of £63 payable by the Protestant Board, under their tenancy of the premises in question. A School has been opened by that Board in the Raphoe Building, and in December, 1893, there were 32 Day Boys in attendance. Donegal.

The Roman Catholic Board report that the attendance at the High School, Letterkenny, during the year to June, 1893, was the largest for the past six years. In December of the year 1893, 12 Boarders and 34 Day Boys were on the roll.

We received £554 18*s.* 5*d.* out of the Raphoe Royal School Estate during the year, and we have divided, between the two Local Boards, the sum of £96 4*s.*

Other Endowments Vested in the Commissioners.

1.—*Other Royal School Endowments.*

Banagher. *Banagher.*—The estate is still in the hands of a receiver under the Court of Chancery, the Government debt having not yet been paid off.

Carysfort *Carysfort.*—A National School, in pursuance of the terms of Scheme No. 85, under the Educational Endowments Act, has been opened, by the Incumbent of Ballinaclash, in Sheeana Schoolhouse, which has been put in complete repair.

The Rev. John O'Mulloy, D.D., Parish Priest of Aughrim, has maintained a National School in the Macreddin School. He has also submitted plans for enlarging and improving that School, and has applied for a money grant from us for that purpose, in pursuance of Sec. 3 of the above Scheme. The negotiations with regard to this matter are still pending.

During the year a sum of £127 19*s.* 6*d.* has been divided between the above Schools, in equal shares.

2.—*Private Schools.*

Clonmel. *Clonmel Grammar School.*—The debt which was due to us from the Endowment of this School stood at £268 17*s.* 5*d.* at the date of our last report. It has now been cleared off, and we have instructed our Solicitor to prepare the necessary documents for carrying out the terms of Section 9 of Scheme No. 45, in order to vest the School and the Endowment in the new Governing Body.

Midleton. *Midleton.*—Scheme No. 105, under the Educational Endowments Act, was finally approved of in the present year. By that Scheme, Midleton School and its Endowments pass into the hands of a Local Governing Body, who will, in future, have the sole management of the School. During the year past there has been a marked decrease in the numbers in attendance—the Boarders, at the end of the year, numbering 15, and the Day Boys 13, as against 22 Boarders and 17 Day Boys in 1892.

Ballyroan. *Ballyroan School.*—This School still remains closed. A Scheme has been framed by the Educational Endowments Commissioners for the management of that part of the Preston Endowment which was formerly applied for the benefit of the above School, and which, under the Scheme in question, is designated the Queen's County Preston Endowment. It is proposed that the Ballyroan Schoolhouse and premises shall be sold, and that the income of the Endowment shall be divided between Abbeyleix and Maryborough, upon the establishment, by local authorities, of schools in these towns.

The Scheme has not yet been finally approved.

3.—*The Diocesan School Endowments.*

Diocesan Schools. We have no remark to make on these; the Scheme for their future management being still before Your Excellency in Council.

Estate Management.

Rentals. In Appendix C, No. IV. at the foot of the Accounts, will be found a Summary of the Rentals of our Estates for the year to September and November, 1892.

Abatement, Cavan and Fermanagh. On the Cavan and Fermanagh Estates, we granted an abatement of 15 per cent. on non-judicial rents, and on judicial rents an abatement equivalent to the difference between the rents as fixed by the Land Commission and 15 per cent. on the old rents.

Tyrone. On the Tyrone Estate, we sanctioned an abatement of 15 per cent. to non-judicial tenants. With regard to the Donegal Estate, it was represented to us, early in the year 1893, that there would be but little probability of collecting the full rents which became due in 1892, unless we granted a substantial abatement. We therefore sanctioned an abatement of 25 per cent. on the rents of this estate for 1892, provided they were paid before November 1, 1893. Upon these terms the whole of the year's rent has been discharged, except the small sum of 3*s.* 9*d.*

The collection of rent on the whole during the year to September-November, 1892, was not so satisfactory as for the year 1891. Including abatements at the rates mentioned above, and which amounted to £441 18*s.* 8*d.*, our Agents accounted to us for a sum of £6,942 16*s.* 2½*d.*, being £529 1*s.* 11*d.* less than a year's rent. With regard to arrears, and excluding the Donegal Estate, which is now the subject of a proposed sale to the tenants, the arrears of rent at the end of 1892 rose to £4,844 3*s.* 2½*d.* from £4,326 14*s.* 0½*d.* in 1891. Rent Collection. Arrears.

Our Agents' Rentals for the year 1893 have not yet come to hand; we have authorized an abatement of 15 per cent. on non-judicial rents on our Tyrone Estate, but we have authorized no other general abatement.

The negotiations for the sale to the tenants of the Donegal Estate, under the Land Purchase Acts, are still pending.

All which we have the honour to submit, for Your Excellency's consideration, as our Report in the premises.

Sealed with our Common Seal

this Eleventh day of April, 1894. (*Seal.*)

GEO. SALMON, *Chairman.*

THOMAS SMOLLEN, P.P., } *Commissioners.*

J. B. DOUGHERTY, }

N. D. MURPHY,
Secretary.

Office of the Commission,
23, Nassau-street, Dublin.

APPENDIX A.

No. I.

Attendance Roll of the Commissioners, 1893.

Name of Commissioner.	Dates of Meetings.					Totals.
	January 26.	April 13.	June 15.	July 13.	October 12.	
Monsignor Molloy, Chairman,	1	1	–	–	1	3
The Provost, Vice-Chairman,	1	–	1	1	1	4
Browne, Monsignor,	1	1	1	1	1	5
Carton, Mr.,	1	1	–	–	1	3
Coyne, Rev. Canon,	1	1	1	1	1	5
Craig, Mr.,	1	1	1	–	1	4
Donnelly, Most Rev. Dr.,	1	–	–	–	1	2
Dougherty, Rev. Professor,	1	1	1	1	1	5
Edgar, Rev. Dr.,	1	–	–	1	1	3
Hamilton, Rev. Mr.,	1	–	1	1	1	4
Knox, Most Rev. Dr.,	1	1	–	–	1	3
Maguire, Rev. Dr.,	1	1	1	1	1	5
M'Mullen, Rev. Dr.,	1	1	1	1	1	5
O'Doherty, Most Rev. Dr.,	1	–	–	–	–	1
Pigot, Mr.,	1	1	1	–	1	4
Stack, Right Rev. Dr.,	1	1	–	–	–	2
Starkie, Mr.,	1	1	1	–	1	4
Traill, Dr.,	1	1	1	–	1	4
Tyrrell, Dr.,	1	–	1	–	1	3
Walsh, Most Rev. Dr.,	1	–	–	1	1	3

No. II.

Attendance Roll of the Finance Committee.

Total Number of Meetings held during the Year—17.

Name of Commissioner.	Dates of Meetings.																	
	February 6.	February 21.	March 7.	March 23.	April 11.	May 2.	June 1.	June 27.	July 11.	August 8.	September 27.	October 12.	October 25.	November 7.	November 21.	November 28.	December 12.	17 Meetings.
Monsignor Molloy,	–	–	–	1	1	–	–	–	–	1	–	1	–	1	–	1	–	6
The Provost,	–	1	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	2
Carton, Mr.,	–	1	1	–	–	1	1	1	1	–	1	–	–	1	1	1	1	11
Craig, Mr.,	1	1	1	–	–	1	1	–	–	–	–	–	–	–	1	1	1	8
Traill, Dr.,	1	1	1	1	1	1	1	1	–	1	–	1	1	–	1	1	1	14
Walsh, Most Rev. Dr.,	1	–	–	–	–	–	–	–	1	–	–	–	1	1	–	–	–	4

APPENDIX B.

REPORTS OF THE BOARD OF WORKS SURVEYORS ON BUILDINGS VESTED IN AND BELONGING TO THE COMMISSIONERS OF EDUCATION.

I.—ROYAL SCHOOLS.

1.—Armagh Endowed School—"The College."

Cavan, 30th September, 1893.

I made a survey of the above premises on the 28th instant, and have prepared a rough pencil ground plan which I attach.—(site map will follow).

The premises are extensive, as will be seen from the plan, affording accommodation for about 90 boarders and 180 day pupils. The numbers on roll at present are 20 boarders and 30 day pupils.

The original buildings were erected in 1774, and additions were made in 1849 and 1874—see plan. The walls are built with Armagh marble, unplastered on the exterior.

All the buildings are sound and substantial, and have been well maintained.

The building and plumbing repairs cost about £20 a year. Nothing is required in this way at present.

The outside painting has been done every three years, and was last done in 1891 at a cost of £40, and at the same time £66 was spent in internal painting of a small part of the premises, and since then Mr. Gordon, Head Master, has spent £44 which he paid himself. The Schools at present occupied would require to be done up at a cost of probably £50.

I attach an Ordnance Map with the position of the premises marked on it.

S. K. Kirker.

P.S.—There are seven acres of land attached to the School, including about two acres of garden enclosed by a wall 12 to 14 feet high.

2.—Cavan Endowed School, late Royal School.

Cavan, 30th September, 1893.

I inspected the above to-day and made a survey of the premises, and I attach a pencil plan of the principal floor.

This School is much smaller than either Armagh or Enniskillen, the accommodation being for 50 boarders and about 50 day pupils; the attendance at present is only 5 boarders and 27 day pupils.

The buildings were, I believe, built in 1819, and are sound and in good order, except that the painting and colouring of the exterior, and the greater part of the interior, would require to be renewed. Probable cost, £70.

The only works done recently to the buildings were laying on the town water two years ago when the Head Master, Mr. Hampton, came, and some trifling repairs to roof and drains done since then by Mr. Hampton himself, as no funds were available from the Local Board.

The extent of land attached to the premises is 16 acres 2 roods 13 perches, statute.

S. K. Kirker.

3.—Raphoe Royal School.

Londonderry, 30th September, 1893.

Having inspected the Raphoe Royal School premises as requested, I have to report that the exterior of the main building is in tolerably good state of repair, but the plastering of the rere wall of library requires repair, also the wood cills of some of the windows. The woodwork of the windows, doors, and gates, &c., of the front and flank of main building has been lately painted.

The water cisterns, high up at rere of main building, and supported on brackets, have become displaced, leaning out from the wall, and will require early repair and refixing.

The out-offices are rough, dirty, and in bad condition; the roof, slating, eave gutters, and down pipes, also the doors and frames and windows, all require general repair and painting. The privy ranges are particularly bad and defective in construction; however, two of these ranges have undergone partial repair lately.

The yard pumps and pipes, and indeed the plumbers' work generally, are in bad condition.

The ball-court is in good repair. The hospital, a detached building, is in good repair externally, but the inside is dirty, and requires the walls and ceilings to be repaired and lime whitened.

The bath and water-closet, and fittings in connection, are all in bad condition.

The woodwork requires cleaning and painting. I may mention that the county road wall in front of this building has been removed lately, and the ground floor is being used for some business in connection with a shirt factory.

The interior of the main building has undergone repair and painting.

Painting, colouring, papering in the halls and several rooms, are now in excellent order, except the library, which has dingy walls and ceiling, but otherwise is in fair repair.

I may mention that the library has been lately fitted with bench seats and communion table and stove, and is being used occasionally for Divine worship.

The lower basement plan, comprising servants' hall, kitchen, pantry, dairy, garden, and stores, have all rough flag floors, dingy walls and ceilings; all need cleaning and lime washing. The smaller kitchen and scullery have been repaired, limewashed, and fitted with new cooking range for Resident Master.

The rooms, formerly occupied by the Assistant Masters, over return wing, also servants' room over kitchen, &c., are all in want of general repair to doors and windows. The old wall paper and floor cloth should be removed, and walls and ceilings limewashed. The windows generally require new sashlines and slips, and to be made free to open for ventilation.

The dormitory windows require the same treatment; walls and ceilings should be limewashed and woodwork painted. The floors are firm, but dry rot shows all over the surface, and one patch—18 inches by 18 inches—is broken and needs piecing.

The water-closet is in working order, but the other plumbing work is old and apparently not working for a long time past.

The premises present all the appearance of neglect; the privies and out-offices generally are in a discreditable state, and I have reason to suggest the desirableness of having the drain of the premises thoroughly examined, opened, cleaned, repaired, or improved, as may be found necessary.

J. Cockburn.

4.—Enniskillen Endowed School—("Royal School, Portora").

Cavan, 13th September, 1893.

I made a survey of the above premises yesterday, and attach a rough pencil ground plan to a $\frac{1}{32}$nd scale. I have also marked with a pink border the boundaries of the premises on the Ordnance Map herewith, so far as it goes.

This School would accommodate 87 boarders and about 100 day pupils. At present there are 78 boarders and 30 day boys.

The original buildings, which comprise I believe most of those marked on Ordnance Map, were erected in 1620, but additions have been made at different times since. They are all in fairly good repair at present. A sum of £650 was expended about three years ago in repairs to roofs, &c., altering the drains inside, and for a short distance from the building outside, and painting; but I believe the estimate for all the repairs and alterations required at the time was £1,300, and only half could be done as funds were not available. The Head Master (Dr. Lindesay) has done some small repairs since at his own expense.

The roof would be required to be repaired in several places at present, and a good deal of internal painting and papering is wanted to put the buildings in proper repair. Probable cost, £150.

The outside of the main buildings is cemented and coloured, and the colouring will soon require to be removed.

S. K. Kirker.

5.—Dungannon Royal School.

Londonderry, 30th September, 1893.

I have inspected the Dungannon Royal School premises, and have to report that the buildings are in a good state of repair.

A number of alterations and improvements have been effected in adapting the building to the present requirements both in the Male and Female Schools.

The exterior and interior of the building have lately undergone general repair cleaning—colouring, and painting—except a few rooms not needing such.

A new heating apparatus by means of hot water pipes has been introduced and completed on the male side, and similar work is in progress on female side of building.

The Secretary of the School Board informs me that the drains have been thoroughly and well reconstructed, and in connection with this part of the work I would suggest that the existing old privy range should be converted into water-closet, there being a continuous supply of water available from the town water works, and excellent main drainage.

I am also informed by the Secretary that the sum of about £900 has been expended on the work.

The buildings are now in good repair, and the work has been well done.

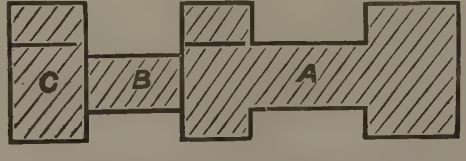
J. Cockburn.

II.—PRIVATE SCHOOLS.

1.—Midleton School, Co. Cork.

I beg to report that I made a careful examination of the above building on the 13th instant.

The school consists of three blocks, built at various times. The oldest portion, "A," is about 200 years old, block "B" was added some twenty-five years ago, and block "C" about twelve years ago.



The buildings generally are in very fair repair, and originally were well built.

All buildings would require external painting.

A portion would require internal painting and colouring.

There is a ball-court attached. The wing wall is much cracked, and would require rebuilding. The floor of this court is paved with red tiles of a soft description; they are very much worn and cracked, and would require replacing with flags.

There is a temporary structure of timber tarred, roofed with galvanized iron, in playground, used as a gymnasium.

It is badly built, and would be a continual source of expense. I hope to forward a detailed ground plan of premises in a few days.

J. Woodroffe.

20th September, 1893.

2.—Preston Endowed School, Navan.

I have made a rough survey of this building situate in Trimgate Street, Navan, and forward herewith a ground plan of same.

The main building is three storeys high; walls in good order; roof fair, a good deal sagged in parts but all water tight, and I could not see that any repairs were required. Internally the building is in fairly good order, and a good deal of painting and papering has been done last year, and some is in hands at present. Some of the floors have the appearance of being rather decayed, but as they were in great part covered I could not say they require renewal.

None of the office-houses are in good order, and would require extensive repairs, costing not less than £150, to put them into really good order,	£150
Yards require to be concreted or flagged, at a cost of, say £40,	40
General repairs to boundary walls, &c., say £25,	25
Cleaning up entire basement and whitening, &c., £10,	10
Or in all, say,	£225

Andrew Robinson.

29/8/93.

3.—Preston Endowed School, Ballyroan, Queen's Co.

Report on condition of above school and cost of repairs, viz.:—

This school, which has been derelict for more than a year, is in a very bad state of repair, the slating on the main building is fairly good, but the scullery, fowl-house, and coal-house, &c., roofs are in a very bad state, and would require to be renewed, also the floors over scullery and fowl-house would require to be renewed, the rest of the floors, with a little repairing, could be made all right; the plastering of walls and ceilings also requires repairing; kitchen, &c., whitewashed, and walls of rest of house papered, and ceilings whitened, &c., also internal and external painting and colouring of external walls; cost, £200 0 0

The out-offices (stable, &c.), require to be removed altogether, as the walls are badly cracked and out of plumb, and the roofs are so much sagged that they are dangerous and are not weather tight.

The cost of taking down and rebuilding the out-offices would be,	160 0 0
Total,	360 0 0

21/9/93. J. D. Biggs.

4.—Clonmel Endowed School.

Cashel, 30th October, 1893.

I beg leave to report having surveyed this building and premises on the 29th instant, plans of which are herewith submitted.

The premises are very extensive, the main building comprising three floors and an attic, and on the whole it is in fair structural condition, but not having been occupied for the last eight years (so I was informed by the town's people) requires a general cleaning up, colouring, painting, and papering; the only structural repair required is a new concrete floor to brushing room (basement), and new flight of steps from this floor to gymnasium, also some slight floor repairs. No caretaker resides on the premises, the keys being kept by an old woman who lives a mile away.

The extensive range of out-offices, and the gate lodge, one room, are in a dilapidated condition as regards windows, doors, and joinery work, and would require a heavy outlay to renew them. The gymnasium is a wooden roofed structure, the gutter of which has damaged (with damp) the wall of main building. The privies would require a general alteration, and as the town water supply is about being laid on, it would be advisable to adopt a water-closet system.

The sanitary arrangements and plumbing in the main building are of an obsolete type and should be superseded by modern fittings, &c., bringing in the town supply before referred to. I could get no information as to the position or discharge of the drain from the building, but think it must discharge into Cantwell Street.

The boundary walls are high and in good condition, but the grounds, especially in front, have too heavy a growth of timber and bushes.

In estimating the cost of putting the premises into fair condition for occupation, I have to assume that all the buildings would be required (an assumption I think rather exaggerated, as no school at present requires so many out-offices).

	£
1. New sanitary arrangements,	100
2. New floor to brushing room and steps to gymnasium,	20
3. General floor repairs, also windows, doors, and joinery,	15
4. General plastering,	5
5. Overhaul roofs and gutters,	15
6. General colouring inside and outside, £30, and general painting, glass, and papering, £130,	160
7. Improve privies, and convert into water-closets, include damages,	60
8. General repairs to out-offices and lodge,	150
9. Cut and remove trees and bushes, and clean up the whole premises,	15
Say £550.	£540

M. Williams.

THE COMMISSIONERS OF EDUCATION

APPENDIX

No. I.—BALANCE

Dr. Made up to

Title of Account.		Cash.			Stock.		
		£	s.	d.	£	s.	d.
Government 2¾ per Cent. Consolidated Stock :—							
The Commissioners of Education in Ireland, General Account (including Benison's Security, £1,300 Stock),		—			26,726	6	5
Do., do., Account B. (Athlone),		—			164	2	10
The Accountant-General, to the credit of Commissioners (Cappaloughlin),		—			903	19	2
Bishop of Clonfert, and others, and the Commissioners (Eyrecourt),		—			440	6	9
Bank of Ireland (Security lodged by Commissioners for overdraft),		—			2,000	0	0
Other Stock :—							
Bank of Ireland Stock (Wann's Security),		—			487	18	1
Canada 3 per Cent. Stock (Preston School, Navan),		—			498	16	2
Cash Accounts :—							
Armagh Royal School Endowment, Capital,		145	1	0			
Banagher Royal School Endowment,		306	12	1			
Cash in Agents' hands,		2,048	5	8			
Dungannon School Endowment, Loan Account,		30	12	6			
John Delany, Cappaloughlin Land Improvement,		10	0	0			
King's Hospital, Oxmantown,		40	0	0			
Land Improvement, Clonmel — Agricultural Buildings,	477 2 7						
Do., do., Drainage,	151 17 11						
		629	0	6			
Bank of Ireland, General Current Account,		1,102	9	11			
Do., Eyrecourt Account,	*27 17 11						
Do., do., Deposit Account,	113 0 0						
		140	17	11			
Armagh Protestant Board of Education,		143	11	2			
Tyrone do., do.,		6	5	0			
Fermanagh do., do.,		81	15	5			
Donegal do., do.,		46	17	11			
Total,		£4,731	9	1	£31,221	9	5

* Includes £2 2s. 8d. due to the General Account of Commissioners.

IN IRELAND, 23 NASSAU STREET, DUBLIN.

C.

SHEET

December 31, 1893. *Cr.*

Title of Credit.	Cash.	Stock.
	£ s. d.	£ s. d.
Note.—Except where otherwise stated, the Stock is Government Stock.		
Order outstanding,	20 0 0	
Royal Schools :—		
Armagh Royal School Endowment, Income Account,	114 0 5	
Cavan do. do. Capital do.	—	3,623 10 7
Do. do. do. Income do.	32 2 7	
Dungannon do. do. Capital do.	—	1,870 18 5
Do. do. do. Income do.	716 19 2	
Enniskillen do. do. Capital do.	—	6,048 1 11
Do. do. do. do. (Armagh Debt),	145 1 0	
Do. do. do. Income Account,	742 8 9	
Raphoe do. do. Income do.	233 8 11	
Carysfort do. do. Capital do.	200 7 0	1,313 11 10
Do. do. do. Income do.	54 17 0	
Cavan Roman Catholic Board of Education,	34 16 5	2,607 11 3
Tyrone do. do.	2 2 5	317 18 0
Fermanagh do. do.	70 0 4	1,499 1 3
Annuities,	455 14 8	
Private Schools :—		
Athlone Private School,	—	164 2 10
Clonmel Grammar School,	53 18 3	14 14 6
Eyrecourt School, Banks' Endowment,	138 15 3	440 6 9
Midleton School,	71 1 5	1,107 2 10
Preston Endowment,	—	5,498 7 3
Do. Cappaloughlin Estate, Railway Land Investment,	—	903 19 2
Do. School, Navan,	325 2 11	307 3 9
Do. Canada Stock,	—	498 16 2
Ballyroan School,	603 3 2	1,134 19 11
Diocesan Schools :—		
Leighlin and Ossory,	4 0 7	358 12 7
Limerick (Roxborough Road),	10 8 5	63 1 6
Meath and Ardagh,	9 0 11	808 8 1
Tuam, Killala, and Achonry,	9 16 8	853 2 9
Miscellaneous :—		
J. C. Wann (security), Bank of Ireland Stock,	—	487 18 1
J. J. Benison (security—Enniskillen),	—	1,000 0 0
Do., (security—Raphoe),	—	300 0 0
Miscellaneous Disbursements,	40 0 0	
Representatives of Owen,	5 2 4	
Commissioners of Public Works,	629 0 6	
Improvements, Estates, John Delany,	10 0 0	
Total,	£4,731 9 1	£31,221 9 5

APPENDIX

No. II.—RECEIPTS AND

Year ending

1 (*a*).—ULSTER ROYAL

Dr. CHARGE.

Name of Endowment.	Cash Balances to Credit, Dec. 31, 1892.	RECEIPTS. Rents.	Dividends.	Other Payments.	Balances to Debit, Dec. 31, 1893.	Total.	Balance to Debit, Dec. 31, 1892.	Rents and Taxes, &c.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh Royal School,	—	1,474 9 3	—	56 2 10	—	1,530 12 1	44 0 9	175 0 1
Cavan Royal School,	206 14 11	297 16 8	96 18 8	—	—	601 10 3	—	37 18 5
Raphoe Royal School,	113 10 10	441 7 7	—	—	—	554 18 5	—	75 3 0
Enniskillen Royal School,	—	2,470 15 8	161 16 2	87 11 5	—	2,720 3 3	163 4 9	75 5 5
Dungannon Royal School,	292 0 7	1,889 8 6	50 1 2	6 5 0	—	2,237 15 3	—	175 10 8
Total,	612 5 6	6,573 17 8	308 16 0	149 19 3	—	7,644 19 3	207 5 6	538 17 7

1 (*b*).—THE ULSTER LOCAL

Dr.

Name of Local Board.	Cash Balances to Credit, Dec. 31, 1892.	RECEIPTS. Distributive Share of Endowment.	Dividends, &c., on Building Funds, &c.	Other Receipts.	Total Receipts.	Balance to Debit, Dec. 31, 1893.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh Protestant,	—	200 0 0	—	—	—	143 11 2	343 11 2
Armagh Roman Catholic,	—	200 0 0	—	—	200 0 0	—	200 0 0
Cavan Protestant,	—	150 0 0	—	—	150 0 0	—	150 0 0
Cavan Roman Catholic,	34 19 0	150 0 0	69 15 0	0 0 5	219 15 5	—	254 14 5
Donegal Protestant,	—	48 2 0	—	—	48 2 0	46 17 11	94 19 11
Donegal Roman Catholic,	—	48 2 0	—	—	48 2 0	—	48 2 0
Fermanagh Protestant,	—	315 0 0	—	—	315 0 0	81 15 5	396 15 5
Fermanagh Roman Catholic,	20 2 0	315 0 0	40 2 6	150 0 0	505 2 6	—	525 4 6
Tyrone Protestant,	—	221 0 0	—	—	221 0 0	6 5 0	227 5 0
Tyrone Roman Catholic,	—	221 0 0	2 2 5	350 0 0	573 2 5	—	573 2 5
Total,	55 1 0	1,868 4 0	111 19 11	500 0 5	2,480 4 4	278 9 6	2,813 14 10

2.—OTHER ENDOWMENTS

(*a*.)—ROYAL

NAME OF ENDOWMENT.	Cash Balances to Credit, December 31, 1892.	RECEIPTS. Rents.	Dividends.	Other Payments.	Balances to Debit, December 31, 1893.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
*Banagher Royal School,	—	—	—	—	306 12 1	306 12 1
Carysfort Royal School,	402 2 4	146 19 6	35 3 0	6 0 0	—	590 4 10
Totals,	402 2 4	146 19 6	35 3 0	6 0 0	306 12 1	896 16 11

* This estate is in the hands of a Receiver who applies all the Net Income, after payment

C.

EXPENDITURE, 1893.

December 31, 1893.

SCHOOL ENDOWMENTS.

DISCHARGE. CR.

EXPENDITURE.										
On Estate, Endowment, &c.			Educational.							Total.
Annuities.	Other Payments.	Maintenance of Premises, &c.	Salaries.	Prizes.	Amount Distributed between Local Boards.	Total Expenditure on Estate, &c.	Total Educational Expenditure.	Total Expenditure.	Balance to Credit, Dec. 31, 1893.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
481 1 8	232 13 7	5 2 8	48 12 11	30 0 0	400 0 0	893 18 0	478 12 11	1,372 10 11	114 0 5	1,530 12 1
161 19 6	69 9 9	—	—	—	300 0 0	269 7 8	300 0 0	569 7 8	32 2 7	601 10 3
—	120 17 6	—	29 5 0	—	96 4 0	196 0 6	125 9 0	321 9 6	233 8 11	554 18 5
604 10 3	424 14 1	—	—	80 0 0	630 0 0	1,104 9 9	710 0 0	1,814 9 9	742 8 9	2,720 3 3
577 6 3	260 19 2	—	25 0 0	40 0 0	442 0 0	1,013 16 1	507 0 0	1,520 16 1	716 19 2	2,237 15 3
1,824 17 8	1,108 14 1	5 2 8	102 17 11	150 0 0	1,868 4 0	3,477 12 0	2,121 1 11	5,598 13 11	1,838 19 10	7,644 19 3

BOARDS OF EDUCATION.

CR.

Balance to Debit, Dec. 31, 1892.	PAYMENTS.					Balance to Credit, Dec. 31, 1893.	Total.
	Maintenance of Premises, Insurance, &c.	Rent.	Salaries and other Payments.	Distributive Share.	Total Payments.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
—	5 0 0	231 0 0	46 4 4	61 6 10	343 11 2	—	343 11 2
—	—	—	—	200 0 0	200 0 0	—	200 0 0
—	—	—	—	150 0 0	150 0 0	—	150 0 0
—	—	—	69 18 0	150 0 0	219 18 0	34 16 5	254 14 5
—	—	77 5 4	1 2 6	16 12 1	94 19 11	—	94 19 11
—	—	—	—	48 2 0	48 2 0	—	48 2 0
—	7 10 0	—	224 5 5	165 0 0	396 15 5	—	396 15 5
—	—	—	140 4 2	315 0 0	455 4 2	70 0 4	525 4 6
—	6 5 0	—	—	221 0 0	227 5 0	—	227 5 0
—	—	—	350 0 0	221 0 0	571 0 0	2 2 5	573 2 5
—	18 15 0	308 5 4	831 14 5	1,548 0 11	2,706 15 8	106 19 2	2,813 14 10

ADMINISTERED BY THE COMMISSIONERS.

SCHOOLS.

Balance to Debit, December 31, 1892.	EXPENDITURE.						Balance to Credit, December 31, 1893.	Total.
	On Estate, &c.		Educational.	Total Expenditure on Estate.	Total Educational Expenditure.	Total Expenditure.		
	Rents, Taxes, &c.	Other Payments.	Amounts distributed between Local Committees.					
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
306 12 1	—	—	—	—	—	—	—	306 12 1
—	11 8 4	396 0 0	127 19 6	407 8 4	127 19 6	535 7 10	54 17 0	590 4 10
306 12 1	11 8 4	396 0 0	127 19 6	407 8 4	127 19 6	535 7 10	54 17 0	896 16 11

of the Retiring Annuity of the late Head Master, in discharge of a Crown Debt.

(*b.*)—PRIVATE

Name of Endowment.	Cash Balances to Credit, December 31, 1892.	Receipts.			Balances to Debit, December 31, 1893.	Total.	Balances to Debit, December 31, 1892.
		Rents.	Dividends.	Other Payments.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Athlone School,	—	—	4 10 4	—	—	4 10 4	—
Clonmel Grammar School,	—	542 12 5	0 8 2	1 9 9	—	544 10 4	268 17 5
Banks Endowment, Eyrecourt,	129 1 5	—	12 2 3	—	—	141 3 8	—
Midleton Endowed School,	79 14 3	133 4 1	29 12 4	—	—	242 10 8	—
*Preston School, Navan,	294 19 6	—	113 2 7	*262 0 10	—	670 2 11	—
*Ballyroan School Endowment,	455 14 10	—	91 13 7	*187 3 5	—	734 11 10	—
Total,	959 10 0	675 16 6	251 9 3	450 14 0	—	2,337 9 9	268 17 5

* The sums of £262 0*s.* 10*d.* and £187 3*s.* 5*d.*, are respectively, seven-twelfths, and five-twelfths of the net income of the

PRESTON

Receipts:—	£ s. d.
Rents,	772 12 10
Dividends,	24 3 10
Other payments,	11 13 6
	808 10 2

(*c.*)—THE DIOCESAN SCHOOLS FUNDS.

Name of Endowment.	Credit Balances, December 31, 1892.	Receipts.			Total.	Invested in Government Stock, 1893.	Credit Balances, December 31, 1893.	Total.
		Rents.	Dividends.	Total Receipts.				
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Meath and Ardagh,	248 18 3	—	16 7 9	16 7 9	265 6 0	256 5 1	9 0 11	265 6 0
Limerick,	51 17 2	20 0 0	0 8 5	20 8 5	72 5 7	61 17 2	10 8 5	72 5 7
Leighlin and Ossory,	108 14 10	—	7 5 1	7 5 1	115 19 11	111 19 4	4 0 7	115 19 11
Tuam, Killala, and Achonry,	220 1 11	—	18 3 0	18 3 0	238 4 11	228 8 3	9 16 8	238 4 11
Total,	635 12 2	20 0 0	42 4 3	62 4 3	691 16 5	658 9 10	33 6 7	691 16 5

No. III.—SUMMARY RENTAL FOR YEAR TO SEPTEMBER–NOVEMBER, 1892.

Name of Estate.	Arrears.	Year's Rent.	Total Rent and Arrears.	Amount Received, including Abatement.	Arrears now Due.	Abatement.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh,	354 13 0	1,234 12 11	1,589 5 11	1,217 5 1	372 0 10	—
Cavan,	207 19 10½	545 8 0	753 7 10½	516 6 8	226 11 2½	56 2 9
Donegal,	1,140 19 7½	498 6 1	1,639 5 8½	498 2 4	0 3 9	122 15 4½
Enniskillen,	1,043 19 10½	2,048 0 9½	3,092 0 8	1,855 19 4	1,236 1 4	177 17 11
Tyrone,	1,911 18 0	1,865 11 6	3,777 9 6	1,654 17 2½	2,122 12 3½	69 0 1½
Carysfort,	13 2 2	139 19 6	153 1 8	128 10 7	24 11 1	—
Preston Endowment,	496 2 6½	754 15 8	1,250 18 2½	720 2 0	530 16 2½	—
Clonmel School,	298 0 7	385 2 8	683 3 3	351 13 0	331 10 3	16 2 6
Total,	5,466 15 8	7,471 17 1½	12,538 12 9½	6,942 16 2½	4,844 6 11½	441 18 8

SCHOOLS.

EXPENDITURE.									
On Estate, &c.			Educational.		Total on Estate.	Total Educational.	Total Expenditure.	Credit Balances, December 31, 1893.	Total.
Maintenance	Rents, &c.	Other Payments.	Salaries.	Other Payments.					
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
—	—	—	—	4 10 4	—	4 10 4	4 10 4	—	4 10 4
—	46 14 10	174 19 10	—	—	221 14 8	—	221 14 8	53 18 3	544 10 4
0 5 9	—	2 2 8	—	—	2 8 5	—	2 8 5	138 15 3	141 3 8
18 5 7	20 17 2	2 10 4	89 16 2	40 0 0	41 13 1	129 16 2	171 9 3	71 1 5	242 10 8
—	—	—	45 0 0	300 0 0	—	345 0 0	345 0 0	325 2 11	670 2 11
—	40 12 10	0 19 8	89 16 2	—	41 12 6	89 16 2	131 8 8	603 3 2	734 11 10
18 11 4	108 4 10	180 12 6	224 12 4	344 10 4	307 8 8	569 2 8	876 11 4	1,192 1 0	2,337 9 9

Cappaloughlin Estate, which constitutes the Preston Endowment. Subjoined is the separate account, for the year, of the

ENDOWMENT.

	£ s. d.	£ s. d.
PAYMENTS:—		
Maintenance, Repairs, &c.,	17 9 6	
Rent, &c.,	41 4 11	
Other payments on Estate,	169 15 5	
King's Hospital, being four-sixteenths of net rental for 1892,	130 16 1	359 5 11
Preston School, Navan, being seven-twelfths of net income,	262 0 10	
Ballyroan School, being five-twelfths of net income,	187 3 5	449 4 3
		808 10 2

No. IV.—SUMMARY. RECEIPTS and EXPENDITURE, 1893.

Name of Group of Endowments.	Receipts.	Expenditure exclusive of Investments.
	£ s. d.	£ s. d.
1. Ulster Royal Schools,	7,032 13 9	5,598 13 11
2. Other Royal Schools,	188 2 6	142 12 8
3. Private Schools,	1,737 5 8	1,235 17 3
4. Diocesan Schools,	62 4 3	Nil.
Total,	9,020 6 2	7,027 3 10

No. V.—INVESTMENTS, 1893.

Name of Account.	Cash Invested.	Equivalent Stock.
	£ s. d.	£ s. d.
Leighlin and Ossory Diocesan School,	111 19 4	114 3 3
Limerick Do. Do.,	61 17 2	63 1 6
Meath and Ardagh Do. Do.,	256 5 1	261 6 2
Tuam, &c. Do. Do.,	228 8 3	232 18 3
Tyrone Roman Catholic Board of Education,	311 15 0	317 18 0
Total,	970 4 10	989 7 2

APPENDIX D.

The Local Boards of Education, 1894.

I.—Armagh Protestant Board :—

1. His Grace The Lord Primate, Chairman,
2. Very Rev. The Dean of Armagh,
3. Rev. Augustine FitzGerald, D.D.,

} Armagh Diocesan Council.

4. Acheson St. George, Esq., J.P.
5. James H. Stronge, Esq., J.P., Hon. Secretary.
6. Rev. John Elliott, Vice-Chairman,
7. Rev. Silas Wilson,
8. William M'Crum, J.P.,

} General Assembly.

9. William Paul, Portadown, — Methodist Conference.

II. Armagh Roman Catholic Board :—

1. His Eminence Cardinal Logue, Chairman
2. Wm. Gallagher, Esq., Vice-Chairman.
3. Very Rev. Canon Coyne, P.P.
4. Very Rev. Canon Byrne, P.P.
5. Very Rev. Canon M'Geeney, P.P.
6. Rev. Hugh M'Oscar, P.P.
7. Edward Magennis, Esq., M.D., J.P.
8. Frank J. O'Hanlon, Esq., J.P.
9. Patrick Lavery, Esq.

Very Rev. H. Canon M'Neece, P.P., Hon. Secretary.

III.—Cavan Protestant Board :—

1. Right Rev. The Lord Bishop of Kilmore,
2. Rev. W. H. Hutchinson, LL.D.,
3. Samuel W. Sanderson,

} Kilmore Diocesan Council.

4. Rev. W. C. M'Causland, M.A.,
5. Richard Allen,

} Select Vestry of Cavan.

6. Rev. John S. Gass,
7. Rev. William M'Dowell,
8. Robert Walker,

} General Assembly.

9. James Hartley, — Other Protestant Denominations.

Chairman, Bishop of Kilmore.
Vice-Chairman, James Hartley.
Hon. Sec., Rev. W. C. M'Causland.

IV.—Cavan Roman Catholic Board :—

1. Most Rev. Dr. Magennis, Lord Bishop of Kilmore, Chairman.
2. Philip Smith, J.P., Vice-Chairman.
3. Very Rev. Dr. O'Reilly, P.P.
4. Very Rev. Charles O'Reilly, P.P.
5. William Findlay, Esq.
6. Thomas Markey, Esq.
7. Patrick Kane, Esq.
8. Very Rev. John O'Connor, P.P.
9. Very Rev. M. FitzPatrick, P.P., Hon. Sec.

V.—Donegal Protestant Board :—

1. W. H. Boyd, D.L., Vice-Chairman,
2. Rev. John Molloy, B.A.,
3. Rev. Canon Thompson, M.A.,

} Derry and Raphoe Diocesan Council.

4. Rev. R. M'Morris, M.A., Chairman,
5. Rev. A. G. Lecky, B.A.,
6. Rev. Samuel Meek, B.A.,
7. Rev. R. Carson Wilson,
8. Thomas Hamilton, Esq., Hon. Secretary,

} General Assembly.

9. Rev. William Scott, — Other Protestant Denominations.
10. Col. T. B. Stoney, J.P.,
11. Rev. Canon Bennett, M.A.,
12. Rev. J. Craig Wallace, B.A.,
13. J. S. Weir, J.P.,

} Co-opted.

VI.—Donegal Roman Catholic Board :—

1. Most Rev. Dr. O'Donnell, Lord Bishop of Raphoe, Chairman.
2. Right Rev. Mons. M'Fadden, Treasurer.
3. Joseph M'Loone, Esq., J.P., Vice-Chairman.
4. Very Rev. Joseph Boyle, P.P.
5. Hugh M'Devitt, Esq.
6. Patrick M'Menamin, J.P.
7. Manus M'Fadden, Esq., J.P.
8. Rev. P. Brennan, C.C.
9. Very Rev. C. M'Glynn, P.P., V.G., Hon. Secretary.

VII.—Fermanagh Protestant Board :—

1. Right Rev. Dr. Stack, Chairman. } Clogher Diocesan Council.
2. Rev. Canon Ovenden. } Clogher Diocesan Council.
3. Rev. A. N. Haire-Foster, J.P. } Clogher Diocesan Council.
4. Wm. R. Cooney, Esq. } Clogher Diocesan Council.
5. Edward Smyth, Esq., J.P. } Clogher Diocesan Council.
6. Dr. Obadiah Ternan. } General Assembly.
7. Andrew Stuart. } General Assembly.
8. Rev. David Clements. } General Assembly.
9. Wm. Carson, J.P. — Methodist Conference.

Hon. Sec., Rev. S. Cuthbert Mitchel.

VIII.—Fermanagh Roman Catholic Board :—

1. (Vacant.)
2. Ven. Archdeacon Smollen, P.P., V.G., Vice-Chairman.
3. Very Rev. L. J. Canon O'Niel, P.P.
4. Rev. Thos. Murphy, P.P.
5. Rev. Patk. Smyth, P.P.
6. John F. Wray, Esq., LL.B.
7. Anthony Cassidy, Esq.
8. Patrick Rafferty, Esq., J.P.
9. D. Carolan Rushe, Esq. B.A., Hon. Secretary.

IX.—Tyrone Protestant Board of Education :—

1. James Brown, Esq., J.P., Chairman. } General Assembly.
2. Rev. H. B. Wilson, D.D. } General Assembly.
3. James Dickinson, Esq., J.P. } General Assembly.
4. William Wilson, Esq., J.P. } General Assembly.
5. Thomas H. Aikin, Esq., J.P. } General Assembly.
6. Rev. Lewis Richards. } Armagh Diocesan Council.
7. James A. Dickinson, Esq., Vice-Chairman. } Armagh Diocesan Council.
8. Major Burleigh Stuart. — Derry and Raphoe Diocesan Council.
9. W. J. Venables, Esq. — Methodist Conference.

Richard Love, Esq., Hon. Secretary.

X.—Tyrone Roman Catholic Board of Education :—

1. Most Rev. Dr. O'Doherty, Bishop of Derry, Chairman.
2. Right Rev. Monsignor Byrne, P.P., V.G., Vice-Chairman.
3. Very Rev. Thomas Canon Rice, P.P.
4. Very Rev. J. J. Canon M'Cartan, P.P.
5. Very Rev. B. M'Namee, P.P., V.F.
6. W. J. Reynolds, Esq., M.P.
7. Michael M'Mackin, Esq., J.P.
8. Edward Boyle, Esq., J.P.
9. Henry Tohall, Esq., J.P., Hon. Secretary.

APPENDIX E.

REPORTS OF THE LOCAL BOARDS.

I. Report of the Armagh Protestant Board of Education for the year ending June 30th, 1893.

The Armagh Protestant Board of Education beg to submit the following as their Report for the year ending June 30th, 1893.

A meeting of our Board was held on October 18th, 1892, when the Report of the Committee of the Commissioners of Education, which had been appointed to ascertain the rights of our Board under Clause 63 of the Scheme, was read.

The Report was as follows :—

"In the opinion of the Committee the claims must be confined to those dealing with the benefactions of Primates Robinson and Beresford, both of which are admitted by the Committee."

"These benefactions are estimated by the Committee at £1,235 9*s.* 11*d.*, and £2,096 8*s.* respectively, total £3,331 17*s.* 11*d.*"

"The total expenditure on the buildings amounted to £13,189."

"The present value of the buildings and premises, excluding lands valued at £48 yearly (estimated at 12 years purchase on a rent of £252), is £3,024."

"The value of the said buildings and premises now attributable to the benefactions is estimated at £756, *i.e.*, one-fourth part of the present value of the buildings."

It appeared, however, that a question had arisen as to whether a head-rent of £40 7*s.* which is charged on part of the premises was payable by the Commissioners of Education or by our Board.

At a subsequent meeting of our Board on November 22nd, a letter was read from the Secretary to the Commissioners, by which the Commissioners offered the school premises to us at a rent of £231 per annum: the head rent to be paid by the Commissioners.

On November 22nd we decided to accept the premises on these terms, and authorized our Honorary Secretary to take them over from the Commissioners. And on the December 20th, 1892, formal possession of the premises was given to our Board.

On January 24th, 1893, we decided that the Policy of Insurance subsisting on the premises should be allowed to lapse, and that a new one should be effected for £4,000. This sum is considerably less than the former insurance, but it exceeds the value placed upon the building by the Committee of the Commissioners of Education, who investigated the claims of the Board under Clause 63 of the Scheme.

As the income of our Board from our share in the School Estates will be insufficient to meet the annual expenditure, it was decided that an appeal for funds should be made to the public. As a preliminary step in this direction the members of the Board undertook to obtain what donations and subscriptions they could from friends who were likely to give assistance. In this way we received £100 during the year in addition to the sum of £64 received in a similar manner up to June 30th, 1892.

We have been thus enabled to discharge all the legal expenses connected with the investigation under clause 63, and all other claims against us; and we have in hand sufficient money to meet, for the present, all the most pressing needs of the Institution.

It was found, however, that in the present uncertainty as to the political future of Ireland it was impossible to obtain further subscriptions, and that any general appeal to the public must be postponed. But we hope, as soon as the present crisis is over, to obtain such assistance from the people of Armagh and from the old pupils of the school as will enable us to place the Institution in a position of permanent security.

We have also received a sum of £61 6*s.* 10*d.* from the Commissioners of Education, as our share of the produce of the School estates.

No change in the constitution of our Board has taken place during the period covered by this Report. The gentlemen who occupied the various offices connected with it, and who were acting on the Estates Committee, have continued to act in the same capacities, and the Lord Primate has continued to represent us as a Commissioner of Education.

The condition of the School continues satisfactory. On June 30th, 1892, the number of Boarders and of Day Pupils were 12 and 20, respectively. On the same date of the current year there were 18 Boarders and 32 Day Pupils, attending the School.

The following gentlemen are acting as Assistants under Mr. Gordon, the Head Master. J. Lounds, M.A., Cantab.; J. Ravenshaw, B.A., Oxon.; E. L. Fischer (German and Drawing); S. Des Champs, B.A. (French), and S. M'Kimm.

James H. Stronge,
Honorary Secretary.

September 19th, 1893.

Read and adopted,

John Elliott,
Vice-Chairman.

[Table.

EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885.
48 & 49 Vict., ch. 78.

The ACCOUNT of the ARMAGH PROTESTANT BOARD of EDUCATION for the period ending December 31st, 1891.

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Amount of Donations received in the period ending 31st December, 1891,	71 0 0	By Maintenance, Rent, Salaries, &c., &c.,	—	—
„ Amount of Subscriptions received in the period ending 31st December, 1891,	3 0 0	Other payments:—		
		Advertisements in Newspapers for Head Masters,	1 15 0	
		Hon. Secretary's Postage,	0 12 4	
				2 7 4
		Total Payments,	—	2 7 4
		Amount Invested in period ending December 31st, 1891,	—	—
		Balance per Bank Book, £64 0 0		
		Do. in Accounting Officer's hands, 7 12 0		
			71 12 8	
		Deduct Unpaid Drafts,	—	
			71 12 8	
		Balance in favour of this Account on 31st of December, 1891,	—	71 12 8
Total,	74 0 0	Total,	—	74 0 0

We certify the above is a true account.

[Seal]

G. A. CHADWICK, D.D., Governor.

October 31st, 1893.

JAMES H. STRONGE, Accounting Officer.

I certify that the foregoing account is correct.

J. F. MAYNE, *Auditor.*

9th day of November, 1893.

EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885.
48 & 49 Vict., ch. 78.

The ACCOUNT of the ARMAGH PROTESTANT BOARD of EDUCATION for the year ending 31st December, 1892.

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance as per last Account,	71 12 8	By Amount of Payments made in the year ending 31st December, 1892, under following headings:—		
„ Amount of Donations, Bequests, &c., received in year ending December 31st, 1892,	—	Maintenance of Premises, Rents, Taxes, Salaries, &c., &c.,	—	—
Amount of Subscriptions received in year ending December 31st, 1892.	2 0 0	By other Payments:—		
		Hon. Secretary's Postage,	0 2 6	
		Messrs. M'Waters, for Printing Circulars,	2 15 6	
				2 18 0
		By Amount Invested in year ending December 31st, 1892,	—	—
		Total Payments,	—	2 18 0
		Balance per Bank Book, £66 0 0		
		Do. in Accounting Officer's hands, 4 14 8		
			70 14 8	
		Deduct Unpaid Drafts,	—	
			70 14 8	
		Balance in favour of Account on December 31st, 1892,	—	70 14 8
Total,	£73 12 8	Total,	—	£73 12 8

We certify that the above is a true account.

[Seal.]

G. A. CHADWICK, D.D., Governor.

October 31st, 1893.

JAMES H. STRONGE, Accounting Officer.

I certify that the foregoing account is correct.

J. F. MAYNE, *Auditor.*

9th day of November, 1893.

II. Report of the Armagh Roman Catholic Local Board for the year November, 1892, to November, 1893.

During the year the members of the Board were :—His Eminence Cardinal Logue, Very Rev. Michael Canon Coyne, P.P., Keady; Very Rev. Laurence Canon Byrne, P.P., Portadown; Very Rev. Patrick Canon M'Geeney, P.P., Crossmaglen; Rev. Hugh M'Oscar, P.P., Moy; William Gallagher, Esq., Armagh; Edward Magennis, Esq., M.D., J.P., Lurgan; Frank J. O'Hanlon, Esq., J.P., Portadown; Patrick Lavery, Esq., Armagh.

The following were the officers of the Board :—Chairman, His Eminence Cardinal Logue; Vice-Chairman, William Gallagher, Esq.; Honorary Secretary, Very Rev. Henry Canon M'Neece, P.P., Magherafelt; Treasurer, Hibernian Bank, Armagh; Commissioner of Education, Very Rev. Canon Coyne.

Representatives of this Board on the Estates Committee :—Very Rev. Canon Coyne, William Gallagher, Esq.; Edward Magennis, Esq., M.D., J.P.

Two cheques, for £100 each, were received from the Endowment on the 18th July and 12th August, respectively. The cheque received 18th July, 1893, was the first money paid from the Endowment to this Board. After deducting the necessary expenses—viz., £3 15*s.* for common seal, 18*s.* for account and minute books, 4*s.* 2*d.* to Hibernian Bank for cheque book, and £5 handed to the Honorary Secretary for payments in petty cash—there remains in the Hibernian Bank to the credit of this Board a sum of £190 2*s.* 10*d.*

Three cheques, for £27 each, were received from the Rainey School and Salters' Endowment, Magherafelt, "for Catholic educational purposes in Magherafelt and neighbourhood," the sum of which, amounting to £81, was transferred to Canon M'Neece, P.P., Magherafelt, to be expended in payment of a portion of the debt due on the National School recently erected in connection with St. Mary's Convent, Magherafelt.

Four meetings of the Board have been held since 13th October, 1892, the date of forwarding last year's report, all of which were well attended by the members, no member having failed to make the number of attendances required by clauses 37 and 38 of the Scheme. During the half year—January to July, 1893—one meeting (as prescribed by clause 41 of the Scheme) was omitted, owing to the serious illness of the Honorary Secretary, and also owing to the fact that the Board having, up to that date, received no moneys from the Endowment, and, therefore, having nothing to dispose of and no arrangements to make, it was considered unnecessary to convene the members.

Adopted at a meeting of the Armagh Roman Catholic Local Board, held in St. Patrick's College, Armagh, on Tuesday, 7th November, 1893.

Henry Canon M'Neece, P.P., Magherafelt,
Honorary Secretary.

13th November, 1893.

Members of Armagh Roman Catholic Local Board (as at present constituted).

His Eminence Cardinal Logue, Ara Cœli, Armagh; Very Rev. Canon Coyne, P.P., Keady; Very Rev. Canon Byrne, P.P., Portadown; Very Rev. Canon M'Geeney, P.P., Crossmaglen; Rev. Hugh M'Oscar, P.P., Moy; William Gallagher, Esq., Armagh; Edward Magennis, Esq., M.D., J.P., Lurgan; Frank J. O'Hanlon, Esq., J.P., Portadown; Patrick Lavery, Esq., Armagh.

Officers of the Board.

His Eminence Cardinal Logue, Chairman; William Gallagher, Esq., Vice-Chairman; Very Rev. Henry Canon M'Neece, P.P., Honorary Secretary.

At meeting held 7th November, 1893, Chairman, Vice-Chairman, and Honorary Secretary were unanimously re-elected for 1894.

Very Rev. Canon Coyne, P.P., Keady, Co. Armagh, Commissioner representing this Board, has also been unanimously re-elected Commissioner for 1894.

On Estates Committee from this Board.

Very Rev. Canon Coyne, P.P., Keady, Co. Armagh; William Gallagher, Esq., Armagh; Edward Magennis, Esq., M.D., J.P., Lurgan.

Hibernian Bank, Armagh, Treasurer.

Henry M'Neece, Honorary Secretary,
Magherafelt, Co. Derry.

13th November, 1893.

III. Report of the Cavan Protestant Local Board of Education for the Year ended June 30th, 1893.

Cavan, Tuesday, August 2nd, 1892.

Quarterly meeting held on this day in Protestant Hall. Present :—The Lord Bishop in the chair; Rev. W. H. Hutchinson, LL.D.; Rev. Wm. M'Dowell; James Hartley, Esq.; Rev. W. C. M'Causland, Hon. Sec.

The Secretary was directed to write to the Local Government Board to inform them that the Cavan Protestant Board had appointed Henry Thompson, Bank of Ireland, Cavan, auditor, and ask them to sanction the appointment.

Proposed "that in the event of the present Assistant Classical Master resigning his appointment, the Head Master be empowered to appoint his successor for this occasion."

A cheque for fifty pounds was ordered to be drawn in favour of James Hampton, Esq., his half year's salary up to 1st of July last.

NOVEMBER 1st, 1892.

Quarterly meeting held on this day. Present:—The Lord Bishop in the chair; Richard Allen, Esq.; James Hartley, Esq.; and Rev. W. C. M'Causland, Hon. Sec.

Dr. Traill, F.T.C.D., unanimously elected Commissioner for 1893.

The appointment of Mr. J. K. Bresland as Assistant Master was approved of.

TUESDAY, FEBRUARY 7th, 1893.

The quarterly meeting held on this day. Present:—The Lord Bishop in the chair; Rev. J. S. Gass, Rev. Wm. M'Dowell, Richard Allen, Esq.; Rev. W. C. M'Causland, Hon. Sec.

The Diocesan Council communicated to the Hon. Sec. the election of Rev. W. H. Hutchinson, LL.D., and Samuel W. Saunderson, Esq., as their representatives on this Board of Education.

The Select Vestry of Cavan elected Richard Allen, Esq., and Rev. W. C. M'Causland as their representatives. The Rev. John S. Gass, Clones; Rev. Wm. M'Dowell, Cavan; and Robert Walker, Esq., Belturbet, were duly nominated members of this Board by the authority of the Government Committee, and communicated to the Hon. Sec. by the Rev. R. M'Cheyne Edgar, Moderator of the General Assembly.

James Hartley, Esq., was duly elected to represent the other Protestant denominations. The Lord Bishop was elected chairman; James Hartley, Esq., vice-chairman. It was resolved that the quarterly meetings be held alternately at the Royal School—viz., in May and November.

MAY 2nd, 1893.

Quarterly meeting was held at the Royal School on this day. Present:—Samuel W. Saunderson in the chair; Richard Allen, Esq.; Robert Walker, Esq.; Rev. W. H. Hutchinson, LL.D.; Rev. W. M'Dowell, Rev. W. C. M'Causland, Hon. Sec.

The account of the Board at the Ulster Bank, Cavan, has been overdrawn to the amount of £110 19*s.* 9*d.*

It was resolved that a special meeting of the Board be summoned for the last Tuesday in June to consider the financial difficulties in which the Board is placed.

JUNE 27th, 1893.

A special meeting of the Board was held on the 27th June, 1893. Present:—The Lord Bishop in the chair; Messrs. Samuel Saunderson, Richard Allen, James Hartley, Rev. W. H. Hutchinson, Rev. W. M'Dowell, Rev. W. C. M'Causland, Hon. Sec. Mr. Hampton also attended by the desire of the Board.

A letter was read from Mr. J. K. Bresland resigning his appointment as Assistant Master. Mr. Hampton was requested to procure a successor at the salary paid by the Board to Mr. Bresland, namely, £50 a year, the appointment to be subject to the approval of the Board. The following sums were ordered to be paid:—James Hampton, half year's salary to 1st July, '93, £50; J. K. Bresland's salary to 1st July, '93, £25; amount paid by Mr. Hampton for work done at School—vouchers furnished—£13 10*s.* 9*d.*

The Board thought it expedient not to make any alteration in the financial arrangements of the School at present.

(Signed), W. C. M'CAUSLAND, Hon. Sec.

The ACCOUNT of the CAVAN PROTESTANT BOARD of EDUCATION for the year ending JUNE 30, 1893.

Dr. *Cr.*

1892.		£ s. d.	1892.		£ s. d.
August 2,	Commissioners of Education, .	20 0 0	—	Balance due Bankers, . . .	79 1 6
1893.			August 2,	Half-year's Salary, Mr. Hampton, .	50 0 0
March 10,	Do., do., .	100 0 0	„ 31,	Interest, ...	1 11 9
June 30,	Balance, ...	135 19 9	December 14,	Poor Rate (Thomas Jones), . .	10 10 8
			„ 23,	Assistant Master (Bresland), . .	25 0 0
			1893.		
			February 28,	James Hampton, on Account, .	25 0 0
			„ 28,	Interest on Account, . . .	3 1 7
			„ 25,	County Cess (E. T. Lindsey), . .	3 13 1
			„ 25,	Income Tax (P. Byrne), . .	2 3 9
			March 10,	James Hampton, . . .	25 0 0
			„ 17,	Borough Rate (J. Gaffney), . .	2 17 5
			April 21,	Insurance (E. Darley), . . .	3 0 0
			June 30,	J. K. Bresland, Assistant Master, .	25 0 0
		£255 19 9			£255 19 9

Audited and compared with Bank Book, and found correct.

H. THOMPSON.

W. C. M'CAUSLAND, *Hon. Sec.*

November 11th, 1893.

IV. Report of Cavan Roman Catholic Local Board of Education for year 1892-93.

The members of the Board are the same as when last Report was furnished. Chairman—Most Rev. Dr. M'Gennis, Lord Bishop of Kilmore. Vice-Chairman—Philip Smith, Esq. Secretary—Rev. Michael Fitzpatrick, P.P.

Meetings.—Four meetings were held—November 17th, 1892; February 14th, '93; July 14th, '93; and October 30th, '93.

Commissioner.—Most Rev. Dr. Walsh, Archbishop of Dublin, appointed at a meeting held November 17th, 1892.

The accompanying statement of account shows the receipts and allotments of the moneys received during the year. These allotments took place in pursuance of the resolutions of February 23rd, 1892, and May 9th 1892, detailed in report of last year.

The number of students of St. Patrick's College during year 1892–3 varied from fifty to fifty-four, of these five received free education.

✠ Edward M'Gennis, Bishop of Kilmore, Chairman.

Michael Fitzpatrick, Hon. Sec.

The Account of the Cavan Roman Catholic Local Board of Education for the year ending October 30, 1893.

Cr			£ s. d.				£ s. d.
1893.				1892.			
—		By Balance at last Report, . .	83 4 7	November	17,	To Cash to Sec. Estates Committee for Expenses, . .	1 10 10
February	28,	„ Interest on Account with Ulster Bank, . . .	0 17 0	„	17,	„ Cash to Bursar, St. Patrick's College, for Free Education during year 1891-92, . .	25 0 0
March	10,	„ One Hundred Pounds in Ulster Bank, . . .	100 0 0	1893.			
„	10,	„ Interest on Building Fund, .	52 8 6	May	1,	„ Cash to Rev. J. Meehan, Professor, St. Patrick's College, salary for half-year ending 30th June, 1892, . . .	50 0 0
July	18,	„ Fifty Pounds in Ulster Bank, .	50 0 0	„	1,	„ Do. to Rev. J. M'Gauran, salary for do., . . .	50 0 0
„	18,	„ Interest on Building Fund, .	17 9 1	October	30,	„ Cash to Rev. J. Meehan, salary on Account, . . .	75 0 0
August	31,	„ Interest on Account with Ulster Bank, . . .	1 18 2	„	30,	„ Cash to Rev. J. M'Gauran, salary on Account, . . .	75 0 0
				„	30,	„ Cash to Bursar, St. Patrick's College, for Free Education, .	25 0 0
							301 10 10
						„ Balance, ...	4 6 6
			£305 17 4				£305 17 4
October	30,	By Balance to Credit, . . .	4 6 6				

Examined and found correct,

A. R. Norton, Manager,
Ulster Bank, Limited, Cavan.

December 18th, 1893.

V. Report of the Donegal Protestant Board of Education for the year ending June 30, 1893.

Members of the Board,

Rev. Robert M'Morris, M.A., *Chairman.*
Wm. H. Boyd, Esq., D.L., *Vice-Chairman.*
Rev. John Molloy, B.A.
Rev. Alex. G. Lecky, B.A.
Rev. Henry F. Macdonald, M.A.
Robert Carson Wilson, Esq.
Rev. Samuel Meek, B.A.
Rev. William Scott, B.A.
Thomas Hamilton, *Hon. Sec.*

Co-opted Members,

Rev. James Craig Wallace, B.A.
Rev. Canon Thompson, M.A.
Thomas Butler Stoney, Esq., J.P.
John S. Weir, Esq., J.P.
William M'Clintock, Esq.

Representative Commissioner—John Walker Craig, Esq., Q.C.

The Board held eight meetings during the year. Statement of attendance of members is appended hereto.

The Statement of Accounts for the year ending 31st December, 1892, as audited by Mr. Robert Harper, Northern Bank, Raphoe, by directions of the Local Government Board, is also appended.

The Board has appointed Mr. Philander J. Bain, late Assistant Master of Strabane Academy, to be Head Master of Royal School, Raphoe. The School will be opened as a School for Boys and Girls on 1st September next. Mr. Bain will be assisted in the management of the girls department by his sister, Miss Annie Bain.

Signed and sealed at a meeting of the Board held 3rd August, 1893.

Alex. G. Lecky, *Chairman.*

Donegal Protestant Board of Education.

Attendance of Members at Meetings of the Board for the year ending 30th June, 1893.

—	Aug. 25.	Sept. 19.	Nov. 3.	Feb. 3.	May 4.	May 10.	May 22.	June 20.	Total.
Rev. Robert M'Morris, M.A.,	–	1	1	1	1	1	1	–	6
Wm. H. Boyd, Esq., D.L.,	–	–	–	–	–	–	–	–	–
Rev. John Molloy, B.A.,	–	1	–	1	–	–	–	–	2
Rev. A. G. Lecky, B.A.,	1	1	–	1	1	1	–	1	6
Rev. Henry F. MacDonald, M.A.,	–	–	–	–	–	–	–	–	–
Robt. Carson Wilson, Esq.,	1	–	–	–	1	1	–	–	3
Rev. Samuel Meek, B.A.,	–	–	–	–	1	1	–	1	3
Mr. Hamilton,	1	1	1	1	1	1	1	1	8
Rev. William Scott, B.A.,	–	–	–	–	1	1	–	–	2
Co-opted Members:—									
Rev. James Craig Wallace, B.A.,	1	1	–	1	1	1	1	–	6
Rev. Canon Thompson, M.A.,	–	–	1	–	1	1	–	1	4
Thomas Butler Stoney, Esq., J.P.,	1	1	1	1	1	1	–	1	7
John S. Weir, Esq., J.P.,	1	–	1	1	1	1	–	1	6
William M'Clintock, Esq.,	1	1	–	1	1	1	–	–	5

Signed and Sealed at a Meeting of the Board held 3rd August, 1893.

Alex. G. Lecky, *Chairman.*

Educational Endowments (Ireland) Act, 1885.

48 & 49 Vict., ch. 78.

The Account of Donegal Protestant Board of Education for the year ended 31st December, 1892.

Dr. *Cr.*

Charge.	£ s. d.	Discharge.	£ s. d.	£ s. d.
To Amount of Donations, Bequests, and other Endowments, received in the year ended 31st December, 1892,	55 0 0	By Amount of Payments made in the year ended 31st December, 1892, under the following headings:—		
„ Amount of Rents received in the year ended 31st December, 1892,	15 0 0	Maintenance of Premises, &c.,	—	3 6 6
„ Amount of Miscellaneous Receipts in the year ended 31st December, 1892 (not included in the foregoing), viz.:—		Other payments, viz.:—		
		Corporate Seal,	6 3 0	
		Committee Book,	0 2 6	
Restitution Money to Owners of Royal School, Raphoe,	0 1 0	Rev. R. M'Morris, Expenses,	2 16 9	
		Cheque Book,	0 4 2	
		Costs of Lease,	5 13 0	
		Measuring Fields,	0 3 0	
		Secretary's Postages, &c.	1 4 1	
				16 6 6
		By Amount invested in the year ended 31st December, 1892,	—	—
		Total Payment.		19 13 0
		Balance per Bank Book, £48 7 7		
		Do. in Accounting Officer's hands, 2 0 5	50 8 0	
		Balance in favour of this Account on the 31st December, 1892,	—	50 8 0
Total,	£70 1 0	Total,	—	£70 1 0

We certify that the above is a true account.

[Seal.] R. M'Morris, *Chairman.*

Thomas Hamilton, *Accounting Officer.*

Dated this 3rd day of February, 1893.

I certify that the foregoing account is correct.

Rd. Harper, *Auditor.*

10th day of February, 1893.

VI. Annual Report of the Donegal Roman Catholic Board of Education for year ended 30th June, 1893.

My Lords and Gentlemen.

I have the honour of submitting to you the Second Annual Report of the Donegal Roman Catholic Board of Education, in accordance with the 48th clause of the Scheme approved by Order in Council on the 22nd of May, 1891.

The members of the Local Board for past year were the Most Rev. Patrick O'Donnell, D.D., Chairman, Joseph M'Loone, Esq., J.P., Vice-Chairman, Right Rev. Monsignor M'Fadden, Treasurer, Very Rev. Charles M'Glynn, Hon. Sec., Very Rev. Joseph Boyle, Rev. Patrick Brennan, Manus M'Fadden, Esq., J.P., Hugh M'Devitt, Esq., and Patrick M'Menamin, Esq., J.P. The Catholic members of the Estates Committee were the same as in the previous year. There was no change made in the School Committee.

Four meetings were held by the Board during the year ended 30th June, 1893; at three of them the Most Rev. Dr. O'Donnell presided; Mr. M'Loone presided at the other meeting.

The members appointed and authorized to sign cheques on behalf of the Board are the Most Rev. Dr. O'Donnell, the Right Rev. Monsignor M'Fadden, and Joseph M'Loone, Esq. Each cheque shall be signed by at least two members thereto authorized. The bank selected by us for keeping accounts is the Hibernian Bank, Letterkenny. Directions were given to the Hon. Sec. to procure a dry seal engraved on steel with suitable stand, the impress being "Donegal Roman Catholic Board of Education."

The Very Rev. E. Maguire, D.D., Maynooth, was unanimously elected to represent this Board as Commissioner for the year 1893.

In accordance with clause 56 of the Scheme two cheques of £50 each have been drawn on the bank account of the Board to help to meet the current salaries of the masters of the High School, Letterkenny. The Most Rev. Dr. O'Donnell, acting for the Education Committee, secured, in a temporary way, the services of the Rev. J. Brennan to assist in preparing the students for the Intermediate Examinations. It is satisfactory to note that there was a larger attendance of students during this year than in any of the past six years. The number who attended at the beginning of the academic year was twenty-eight, at the end of the year thirty-four, the highest number at any time of the year being thirty-seven.

At the meeting held on the 16th May the Board fully concurred in the resolution passed by the Commissioners of Education in Ireland, viz.:—"That the Commissioners grant the abatement recommended by the agent of the Townawilly estate, that is 25 per cent. to all tenants who shall pay the abated rent on or before the 1st November next. That it be an instruction to the Finance Committee to take the necessary steps to perfect the sale of the said estate to the tenants as soon as possible."

An audited account for the year ended 30th of June, 1893, is sent herewith.

This Report was adopted, sealed, and signed at a meeting of the Board held at Donegal on the 28th of August, 1893.

I have the honour to be,
My Lords and Gentlemen,
Your obedient servant,
Charles M'Glynn, P.P., V.G., Hon. Sec.
Stranorlar, 12th Sept., 1893.

To the Commissioners of Education in Ireland.

The Account of the Donegal Roman Catholic Board of Education for the year ended the 31st of December, 1892.

Dr. *Cr.*

1892.	Charge.	£ s. d.		Discharge.	£ s. d.
August 3,	To Balance, as per last Account,	—		By Amount of Payments made in the year ended 31st December, 1892,	—
	„ Cash received from the Commissioners of Education in Ireland,	55 0 0	1892. August 3,	„ Cheque for Salaries (38901),	50 0 0
			„ 15,	„ Cheque Book,	0 2 1
			Dec. 31,	Balance in favour of this Account,	4 17 11
		£55 0 0			£55 0 0

I certify that the foregoing account is correct.

P. M. Stewart, Manager,
The Hibernian Bank, Ltd., Letterkenny.

16th November, 1893.

I certify that the above is a true account.

[Seal.] Charles M'Glynn, P.P., V.G., Hon. Sec.,
Donegal R.C. Board of Education.

Dated at Stranorlar, 15th of November, 1893.

VII. Report of Fermanagh Protestant Board of Education for the year ending June 30, 1893.

Enniskillen, 2nd August, 1893.

In presenting the Report for the year ending 30th June last, the Governors have pleasure in referring to the continued prosperity of Portora Royal School; to the efficiency of the teaching staff; to the large attendance of scholars; and to the success of those pupils who presented themselves at the Examinations at Trinity College, Dublin, last October and February—one Day Boy, whose entire scholastic education was taken at Portora, having obtained First place in First Honours, while several others also secured high positions on these occasions. In addition to these distinctions twenty-three pupils passed the Intermediate Examinations in 1892—see Schedule of Results annexed.

The attendance at the School has been almost the same as during the previous year—the figures for the last term this year being 81 boarders and 35 day boys (of whom 2 were free pupils)—total 116, against 120 as in last report.

One of the Assistant Masters—Mr. R. J. Semple M.A.—resigned his appointment last October, and Mr. R. T. Mills, a distinguished graduate of Edinburgh University, was selected to fill his place.

The dilapidations in the Examination Hall building, referred to in last Report, have been repaired; and the outlay on this necessary work has been met by the generous benefactions of a friend, who has taken a deep interest in the success of the School. All the buildings are now in a fairly good state of repair, and they are all utilized for scholastic purposes.

Although the income from the Estate has fallen considerably since this Board came into existence, nevertheless by practising the utmost economy, and by the aid of the donation already referred to, the Governors have succeeded in meeting their liabilities to the Masters and others.

Signed and sealed by order of the Board at its quarterly meeting held at Enniskillen, this 2nd day of August, 1893.

[Seal.]

Charles M. Clogher, } Chairman
W. Carson, } and
O. Ternan, } other Members.

LIST OF SUCCESSES FROM JUNE, 1892, TO JUNE, 1893.

Trinity College, Dublin.

Dundas, W. H. E.,	1st Honors in Modern History, 1892; 1st Honors in Logic, 1st of 1st Honors in Classics, 1893.
Rogers, C. P.,	1st Honors in English Literature, 1892; 1st Honors in Logic, 1893.
Irvine, W. J.,	1st Honors in Classics, 2nd Honors in English Literature, 1892; 1st Honors in Logic, Classical Sizarship, 1893.
Hannyngton, F.,	3rd Junior Exhibition, 2nd Entrance Composition Prize in French, 1892; 2nd Honors in Classics, 1893.
Valentine, J. A.,	4th Junior Exhibition, 2nd Entrance Composition Prize in Latin Prose, and also in German, 1892; 1st of 1st Honors in Classics, 1893.
Tackaberry, T. B.,	9th Junior Exhibition, 1892; 1st Honors in Classics, 1893.
Thompson, J. B.,	10th Junior Exhibition, 1892.

Royal University of Ireland.

Neilson, R. A.,	2nd Class Honors in Latin and in German, Matriculation, 1892; 2nd Class Honors, in Latin, 1st Class Honors in German, 1893; 2nd Class Exhibition £15, at First University Examination, 1893.
O'Connor, Fred. H. P.,	2nd Class Honors in Latin, 1892.
Molony, J. C.,	1st Class at Matriculation, 2nd Class Honors in Latin, 1893.

Sandhurst Entrance.

Anley, B.,	25th Place, Entrance Examination, 1892.
Macara-Finnie, C.,	Preliminary passed, 1892.

Solicitors' Apprentice Examination.

Sargint, H.,	3rd Place, 1893.
Murphy, C.,	21st Place, 1893.

Intermediate Examinations, 1892.

23 Boys passed, gaining 4 Prizes, 79 Passes with Honours, and 148 Ordinary Passes.

Signed, Chas. M. Clogher, *Chairman.*
W. Carson.
O. Ternan.

2nd August, 1893.

EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885,
48 & 49 Vict., ch. 78.

The ACCOUNT of the FERMANAGH PROTESTANT BOARD of EDUCATION for the year ended 31st December, 1892.

Cr. *Dr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance, as per last Account,	64 16 5	By Amount of Payments made in the year ended 31st December, 1892, under the following headings:—		
„ Amount of Donations, Bequests, and other Endowments, received in the year ended 31st December, 1892,	29 0 0	Maintenance of Premises, &c	31 9 6	
„ Amount of Subscriptions received in the year ended 31st December, 1892,	—	Rent and Taxes, &c.,	42 7 3	
		Salaries,	988 19 3	
„ Amount of Dividends received in the year ended 31st December, 1892,	1 9 8	Prizes,	10 0 0	1,072 16
„ Amount of Rents received in the year ended 31st December, 1892,	136 8 9	Other Payments, viz:—		
„ Amount of Fees received in the year ended 31st December, 1892,	683 3 9	Audit of Accounts, 1891,	2 2 0	
		Petty Cash Account,	6 5 10	8 7 10
„ Amount realized by Sales in the year ended 31st December, 1892,	—	By Amount invested in the year ended 31st December, 1892,	—	—
„ Amount of Miscellaneous Receipts in the year ended 31st December, 1892 (not included in the foregoing), viz:—		Total Payment,		1,081 3 0
		Balance per Bank Book, 133 0 6		
„ Commissioners of Education (Ireland), Payments for year ending 30th June, 1892,	300 16 5	Do. in Accounting Officer's hands, 1 10 8	134 11 2	—
		Balance in favour of this Account on the 31st December, 1892,	—	134 11 2
Total,	£1,215 15 0	Total,		£1,215 15 0

We certify that the above is a true account.

WM. COONEY, *Governor.*

[Seal.] S. CUTHBERT MITCHEL, *Accounting Officer.*

Dated this 1st day of February, 1893.

I certify that the foregoing account is correct.

J. F. MAYNE, *Auditor.*

10th day of March, 1893.

VIII. SECOND ANNUAL REPORT of the FERMANAGH ROMAN CATHOLIC BOARD of EDUCATION for the year ending the 30th day of JUNE, 1893.

TO THE COMMISSIONERS OF EDUCATION IN IRELAND.

MY LORDS AND GENTLEMEN,

We have the honour to submit to you the Second Annual Report of the Fermanagh Roman Catholic Board of Education for the year ending 30th June, 1893.

Within this year the Board, in compliance with sec. 41 of the Royal Schools Endowments Scheme, held four meetings—September 13th, December 7th, March 29th, and June 21st. A meeting was summoned for March 3rd, but a quorum of the members did not attend.

At the meeting held December 7th, the Most Rev. James Donnelly, D.D., was re-elected a Commissioner for the year 1893, and resolutions already forwarded to the Commissioners were passed.

At the meeting held March 29th the Board re-elected the Most Rev. James Donnelly, D.D., Chairman, Very Rev. Archdeacon Smollen, P.P., Enniskillen, Vice-Chairman, and D. Carolan Rushe, Esq., B.A., Hon. Sec., having forgotten to do this at the December meeting.

The Ecclesiastical members present co-opted the Rev. Patrick Smyth, P.P., Tydavnet, in place of the Rev. John M'Ginniss, whose membership ceased in consequence of his non-attendance at the required number of meetings of the Board in the previous year.

Routine business was transacted at the June meeting. At the opening of the academic year, September, 1892, 38 boarders and 2 day boys were on the College Roll of St. Macarten's Seminary, the largest number attending the School at any time during the year was 46.

At the Intermediate Examinations held in June, 1892, the following distinctions were obtained by pupils of the school:—

Middle Grade.—Two Exhibitions.
One Special Prize for English Composition.
Junior Grade.—One Exhibition.
One Book Prize.
One Special Prize for Latin Composition.

The Head Master reports that he has retained the services of the Drill Master attached to the Seminary before the passing of the Scheme, and that the health of the students has been good throughout the year.

We have the honour to be, my Lords and Gentlemen,
Your obedient servants,

✠ JAMES DONNELLY, Chairman.
DENIS CAROLAN RUSHE, Hon. Sec.

Board Room,
Fermanagh Roman Catholic Board of Education,
St. Macarten's Seminary, Monaghan,
20th September, 1893.

EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885.

48 & 49 Vict., ch. 78.

The ACCOUNT of the FERMANAGH ROMAN CATHOLIC BOARD of EDUCATION for the period ended 31st December, 1891.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance, ...	172 5 8½	By Amount of Payments made in the period ended 31st December, 1891, under the following headings :—		
		Salaries, ...	112 10 0	
		Maintenance of Resident Staff, . .	50 0 0	
		Educational Expenses, . . .	9 15 8½	
				172 5 8½
Total, . . £	172 5 8½	Total, . . .	—	£172 5 8½

We certify that the above is a true Account.

[Seal.] ✠ JAMES DONNELLY, *Chairman of Board.*
DENIS CAROLAN RUSHE, *Secretary.*

Dated this 28th day of March, 1893.

I certify that the foregoing Account is correct.

J. F. MAYNE, *Auditor.*

8th day of May, 1893.

EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885.

48 & 49 Vict., ch. 78.

The ACCOUNT of the FERMANAGH ROMAN CATHOLIC BOARD of EDUCATION for the year ended 31st December, 1892.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Amount of Donations, Bequests, and other Endowments, received in the year ended 31st December, 1892, ...	622 11 0	By Deficit on foot of last Account, . .	—	172 5 8½
		„ Amount of Payments made in the year ended 31st December, 1892, under the following headings :—		
		Salaries, ...	112 10 0	
		Maintenance of Resident Staff,	150 0 0	
		Educational Expenses, . . .	145 13 2	
		Prizes, ...	20 0 0	
				428 3 2
		Other Payments, viz. :—		
		By Interest on Bank Account,	—	0 3 0
		Total Payment, . .	—	600 11 10½
		Balance per Bank Book, . . .	21 19 1½	
		Balance in favour of this Account on the 31st December, 1892, ...	—	21 19 1½
Total, ... £	622 11 0	Total, ...	—	622 11 0

We certify that the above is a true Account.

[Seal.] ✠ JAMES DONNELLY, *Chairman of Board.*
DENIS CAROLAN RUSHE, *Secretary.*

Dated this 28th day of March, 1893.

I certify that the foregoing Account is correct.

J. F. MAYNE, *Auditor.*

8th day of May, 1893.

IX. Report of the Tyrone Protestant Board of Education for the year ended June 30, 1893.

My Lords and Gentlemen,

I beg to submit the report of this Board for the year ending 30th June, 1893.

The members and officers are:—James Brown, Esq., J.P., Ivy Bank, Donaghmore, Chairman; James A. Dickinson, Esq., C.E., College View, Dungannon, Vice-Chairman; Rev. Lewis Richards, D.D., The Rectory, Dungannon; Rev. H. B. Wilson, D.D., The Manse, Cookstown; Major Burleigh Stuart, Dergmoney, Omagh; James Dickson, Esq., J.P., Miltown House, Dungannon; William Wilson, Esq., J.P., Cranebrook, Coalisland; W. J. Venables, Esq., Cookstown; Thomas H. Aikin, Esq., J.P., Dungannon; Richard Love, Honorary Secretary, Dungannon.

During November last the Board received with much regret an intimation from the Ven. the Dean of Clonfert, resigning his seat, and stating that owing to failing health he was no longer able to attend the meetings at Dungannon. The vacancy thus created has been filled by the election of Major Stuart, who was nominated by the Diocesan Council of Derry and Raphoe to represent it on this Board in the room of the Dean of Clonfert.

Commissioner of Education.—The Rev. Professor J. B. Dougherty, M.A., was duly elected Commissioner of Education.

Royal School Premises.—On the 11th February, 1893, the Board received from your agent possession of the buildings and premises to which they were entitled under the "agreement." These buildings have undergone very extensive repairs. "Musgrave's patent system of small pipe hot water heating" has been introduced through the schoolrooms, dormitories, &c., with most satisfactory results. A thorough system of sanitation has been carried out, under the auspices of the engineer of the Ulster Sanitary Association, in a very efficient manner. (See report of Medical Officer, Surgeon Lieut.-Col. Twigg, enclosed.)

Gymnasium.—The gymnasium has had a thorough renovation, and has been fitted by Spencer, of London, with the most recent apparatus, all of which can be removed at pleasure, and leave a commodious and handsome hall. In this hall the Commissioners of Intermediate Education have held the examination for this centre, thereby conferring a boon on the candidates of the district.

Laboratory.—A useful laboratory, with suitable fittings, has been formed in a room adjoining gymnasium. The Board, being desirous of fostering instruction in chemistry, will devote special attention to this branch during the incoming season.

Estates Committee.—Messrs. James Dickson, William Wilson, and W. J. Venables were again elected, and have had one meeting in conjunction with a similar Committee of the Roman Catholic Board.

Acting Committee.—Messrs. James Brown, James A. Dickinson, and James Dickson were appointed to this Committee, and have been most assiduous in the various duties devolving on them. Five meetings have been held, besides keeping constant supervision of repairs, outlay, &c.

School Committee.—The members of this Committee are James Brown, Esq., James A. Dickinson, Esq., Rev. Dr. Richards, R. F. Dill, Esq., James Dickson, Esq. Two meetings have been held.

Finance.—The various items of receipts and expenditure will be found in the "Audited Account" enclosed herewith.

Insurance.—The insurance of the premises was arranged and effected in February last.

Free Places.—After competitive examination held in October, 1892, one boy was elected. Another examination was held in June, 1893, when two boys were elected. About this latter date it is decided to hold these annual examinations.

School.—In this department it is gratifying to report steady progress. The Head-Master, R. F. Dill, Esq., M.A., Oxon., says, "I am able to report very favourably of the industry of the pupils, and of their attention to their studies." "That the present teaching staff consisted of himself taking 'Senior Classics'; Mr. Stanley N. Hoare, B.A., Major Scholar, Trinity College, Cambridge, and 14 Wrangler, 'Mathematics and Physics'; Mr. G. N. Touchburn, B.A., T.C.D., 'English and Junior Classics'; Mons. E. Lacroix, B.SC., Paris University, 'Modern Languages'; and that he had latterly given the position of pupil teacher to Mr. Stanley Moffatt, who at last R. U. I. Examination had won a classical scholarship. All these seem to be doing their work thoroughly and successfully. There are at this date 24 boarders and 41 day boys in attendance."

I have the honour to remain,
My Lords and Gentlemen,
Your obedient servant,
Richard Love,
Hon. Sec.

Royal School, Dungannon, October 28, 1893.

Medical Officer's Report.

Dungannon, October 27, 1893.

I gladly certify that the sanitary condition of the Royal School for the year ending July, 1893, has been most excellent, and that the boarders during that time were free from sickness.

The sanitary arrangements relating to the sewerage, baths, &c., seem to me to be very complete.

The sanatorium, which is in the school grounds, yet sufficiently far from the school, is an *excellent* house, and fitted to receive invalids at any time when necessary.

(Signed), William Twigg,
Surgeon, Lieut.-Col.

EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885.

48 & 49 Vict., ch. 78.

The ACCOUNT of the TYRONE PROTESTANT BOARD of EDUCATION for the year ended 31st December, 1892.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Amount of Donations and Endowment received in the year ended 31st December, 1892,	1,216 4 2	By Amount of Payments made in the year ended 31st December, 1892, under the following headings:—		
„ Amount of Interest received in the year ended 31st December, 1892,	3 14 10	Repairs, &c., of Premises, &c.,	—	293 10 2
		Paid Purchase of Land for R.C. Board of Education in accordance with Agreement,	—	225 0 0
		Total Payment,	—	518 10 2
		Balance, per Bank Book,	701 8 10	—
		Balance in favour of this Account on the 31st December, 1892,	—	701 8 10
Total, £	1,219 19 0	Total,	—	1,219 19 0

We certify that the above is a true account.

JAMES BROWN, Governor.

[Seal.] RICHARD LOVE, Accounting Officer.

Dated this 29th day of April, 1893.

I certify that the foregoing Account is correct.

J. F. MAYNE, *Auditor.*

28th day of August, 1893.

X. ANNUAL REPORT of the TYRONE ROMAN CATHOLIC BOARD of EDUCATION for the year ended 30th JUNE, 1893.

Meetings were held—

1. Wednesday, 7th September, 1892.
2. Tuesday, 22nd November, 1892.
3. Thursday, 8th December, 1892.
4. Thursday, 23rd March, 1893.
5. Monday, 10th April, 1893.
6. Thursday, 27th April, 1893.
7. Thursday, 11th May, 1893.

By the death of the Very Rev. Patrick Canon Donnelly, P.P., Magherafelt, and by the resignation of James Riordan, Esq., Crown Solicitor, Omagh, who has ceased to reside in the district, two changes have taken place since the Board was constituted; and the members now are:—

1. Most Rev. John K. O'Doherty, D.D., Bishop of Derry.
2. Right Rev. Monsignor Peter James Byrne, P.P., V.G., Dungannon, Dean of Armagh.
3. Very Rev. Thomas Canon Rice, P.P., V.F., Cookstown.
4. Very Rev. John Joseph Canon M'Cartan, P.P., Donaghmore.
5. Very Rev. Bernard M'Namee, P.P., V.F., Omagh.
6. William James Reynolds, Esq., M.P., Dungannon.
7. Michael MacMackin, Esq., J.P., Fintona.
8. Edward Boyle, Esq., J.P., Omagh.
9. Henry Tohall, J.P., Moy.

Twelve pupils of our Academy entered for the Intermediate Examinations; and ten passed; a few passed with honours.

The attendance during the year was satisfactory, and 24 boys are in constant attendance for some time past.

Free places and Prizes, amounting to £48, have been given in the course of the year, after competition.

The audited account, covering the period from the establishment of the Board till the 31st December last (1892) is sent herewith.

Dated this 7th day of November, 1893, and sealed with the Common Seal of this Board; and

Signed, P. J. BYRNE, Vice-Chairman.
W. J. REYNOLDS.
HENRY TOHALL, Hon. Sec.

To the Commissioners of Education in Ireland.

EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885.
48 & 49 Vict., ch. 78.

The ACCOUNT of TYRONE ROMAN CATHOLIC BOARD of EDUCATION for the year ended 31st December, 1891–92.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Amount placed to the credit of this Board by C. E. I.,	268 8 4	By Amount of Payments made in the year ended 31st December, 1891 and 1892, under the following headings:—		
„ Amount of Dividends received in the year ended 31st December, 1891,	1 4 10	Maintenance of Premises, &c.,	17 17 6	
„ Amount realized by Sales in the year ended 31st December, 1892,	1 0 0	Rent and Taxes, &c.,	10 0 0	
		Salaries,	150 0 0	
		Prizes,	47 0 0	224 17 6
		Other payments, viz.:—		
		Minutes and Acceptance of Office Books (2),	1 5 0	
		Secretary's Stationery,	0 10 0	
		Sundries, as per vouchers,	1 18 6	
		Sundries, Marcus Ward and Co., Limited, vouchers,	6 19 2	
		Advertising in "Irish News,"	1 0 0	
		Postage Stamps,	1 0 0	12 12 8
		Total Payment,	—	237 10 2
		Balance, per Bank Book, £43 3 0		
		Deduct unpaid Drafts, 10 0 0	33 3 0	
		Balance in favour of this Account on the 31st December, 1892,	—	33 3 0
Total, £	270 13 2	Total,	—	270 13 2

Dated this 11th day of February, 1893.

P. J. BYRNE, *Vice-Chairman.*
HENRY TOHALL, *Hon Secretary.*

I certify that the foregoing Account is correct.

13th day of February, 1893. M. FOLEY, *Auditor.*

No. 4,799.

Dublin Castle,
19*th April*, 1894.

Sir,

I have to acknowledge the receipt of your letter of the 17th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Annual Report of the Commissioners of Education in Ireland for the year 1893.

I am, Sir,
Your obedient Servant,
D. HARREL.

The Secretary to the Commissioners
of Education in Ireland.

DUBLIN: Printed for Her Majesty's Stationery Office,
By ALEX. THOM & CO. (Limited), 87, 88, & 89, Abbey-street,
The Queen's Printing Office.

EDUCATIONAL ENDOWMENTS (IRELAND) COMMISSION.

48 & 49 *Vic., Ch.* 78.

FINAL REPORT

OF THE

COMMISSIONERS,

WITH

ABSTRACT OF THE MINUTES OF THE COMMISSION, MINUTES OF EVIDENCE, AND APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEXANDER THOM & CO. (LIMITED).

And to be purchased, either directly or through any Bookseller, from
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1894.

[C.—7517.] *Price* 3*s.* 6*d.*

TABLE OF CONTENTS.

	Page
REPORT,	iii
Extension of Powers of the Commission,	iii
Meetings and Business of the Commission,	iii
Summary of Work of the Commission,	iii
Amounts of moneys, &c., administered under Schemes,	iv
Tables annexed to the Report,	v
The Endowment founded by Erasmus Smith,	v
The Leamy Endowments, Limerick,	v
The Roxborough Road School, Limerick,	vi
Staff of the Commission—remarks as to,	vi
TABLES,	
I. Draft Schemes and their various stages,	vii
II. Amount of Endowments and Income,	xv
III. Catalogue of Schemes,	xxiv
IV. Exempt Endowments,	xxviii
V. Applications for "Consent Schemes,"	xxix
VI. Public Sittings,	xxx
ABSTRACT of the MINUTES of the COMMISSION,	xxxiii–cl
Meetings and Attendances,	xxxii
Minutes of the Full Commission,	xxxiii
Do. Judicial Commissioners,	cx
Do. Assistant Commissioners,	cxxxiv
APPENDIX A.—MINUTES of EVIDENCE (see Index),	1–254
APPENDIX B.—DOCUMENTS and CORRESPONDENCE,	255–267
GENERAL INDEX,	269
Part I. Schemes, according to Titles,	269
Part II. Endowments dealt with in Schemes,	271
Part III. Endowments not dealt with in Schemes, and General Matters,	279

FINAL REPORT

OF THE

EDUCATIONAL ENDOWMENTS (IRELAND) COMMISSION.

TO HIS EXCELLENCY ROBERT OFFLEY ASHBURTON,
BARON HOUGHTON,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners appointed under the Educational Endowments (Ireland) Act, 1885, now have the honour to submit the Report of our proceedings, under the above-mentioned Act, to December 20, 1894. We do not anticipate the necessity of presenting any further Report, and we have therefore framed this as our Final Report.

The powers of our Commission which were extended to March 31, 1893, by "The Expiring Laws Continuance Act, 1891," were further extended, with regard to certain specified Endowments, to December 31, 1893, by Order in Council dated March 30, 1893; to July 31, 1894, by similar Order dated December 23, 1893; and to December 31, 1894, by further Order dated July 26, 1894. A copy of these Orders, with Schedules specifying the Endowments to which they respectively refer, will be found *infra*, Appendix B., Nos. I (*a*), I (*b*), and I (*c*), pp. 255–259.

The number of Meetings which we have held for the transaction of business since the close of the period covered by our last Report—that is, since October 1, 1892, is as follows:—

148 Meetings of the Full Commission.
111 Meetings of the Judicial Commissioners.
64 Meetings of the Assistant Commissioners.

Total, 323 Meetings.

A Return of the attendances at these Meetings is annexed; *infra* p. xxii.

Besides attending the Meetings included in this Return, we have individually taken part in the preparation of Schemes, and in the consideration of Objections and Amendments; and we have attended at the Office for the transaction of other business.

The annexed abstract of our Minutes, *infra*, p. xxxiii., contains a summary of our proceedings since our last Report.

In pursuance of our undertaking, given in the course of correspondence with regard to the money provision to be made for the expenses of the Commission, for the period after March 31, 1893, during which its business was to be brought to an end, we have used every effort to complete our work. Schemes have been framed and signed by the Judicial Commissioners, in all cases with which it is intended to deal under our Act. One Scheme, having been provisionally approved, is now before Parliament; ten others have been provisionally approved without objection; and fifteen remain to be considered by Your Excellency in Council. These are the only cases still pending.

Since October 1, 1892, Sixty-one Draft Schemes have been published, and One hundred and Fifteen Schemes have been signed by the Judicial Commissioners.

Summary of the Work of the Commission.

Table I., annexed to this Report, *infra*, p. vii, gives a complete list of all the cases in which Draft Schemes were published by the Commission, numbering Two hundred and Nineteen in all. Nine of these Schemes never passed beyond the Draft stage; of which four, Nos. 54, 61, 130, and 141, related to Endowments which could only be

dealt with by the written consent of the Governing Bodies, and were not proceeded with, owing to the absence of such consents; two Draft Schemes, Nos. 158 and 164, were amalgamated with Scheme No. 147; two, Nos. 192 and 215, were dropped, because the Judicial Commissioners, for special reasons stated in the Minutes of December 12, 1894, *infra*, p. cix., were of opinion that it was not expedient to complete them; and in the remaining case, No. 144, that of Erasmus Smith's Endowment, the Judicial Commissioners were unable to agree upon the form of a Scheme to be signed by them.

Two Hundred and Ten Schemes, in all, have been revised, signed by the Judicial Commissioners, and submitted to the Lord Lieutenant, in manner prescribed by the Act.

Twenty-two of the Schemes originally submitted were remitted with Declarations to the Commission, some of them more than once. In all these cases, except one, Amended Schemes were framed; but Scheme No. 196, for the Endowments of the Presbytery of Down, was dropped, because, in the opinion of the Judicial Commissioners, the Endowments which remained to be included in it, when remitted, were too unimportant to be made the subject of a completed Scheme.

The provision of our Act, Sec. 27, which enables any party interested to require that a Scheme shall be submitted to Parliament before it is finally approved, has been put into operation in only five instances. Scheme No. 48, for the Rainey School and the Salters Endowment, Magherafelt, was, in part, disapproved by a Resolution of the House of Commons. This is the only instance in which either House of Parliament has taken action. An Amended Scheme was prepared, which was proceeded with in due course, and has been finally approved. In three cases—No. 29, The Phibsborough Sunday and Daily Schools; No. 56, the Gilson Schools, Oldcastle; and No. 95, the Leamy Endowment, Limerick—no resolution was passed by either House of Parliament. The fifth case, Scheme No. 90, for the Diocesan Schools and the Banagher Royal School Endowments, is still pending before Parliament.

Several Schemes comprise considerable numbers of distinct Schools and Endowments, and enable the Governing Bodies to undertake additional duties. We estimate the number of Primary Schools, of which the management or the Endowments are affected by completed Schemes, as about Thirteen hundred and Fifty. More than Eighty separate Intermediate Schools, and Twenty-two Collegiate or other specially important Institutions, have been dealt with by separate Schemes. These include the Royal School Endowments; the Munster Dairy School and Agricultural Institute; the North-East Agricultural Association; the Magee Presbyterian College, Londonderry; the Catholic University School of Medicine; the Royal Belfast Academical Institution; the Belfast Royal Academy; the Alexandra College, Dublin; the Methodist College, Belfast; the Presbyterian Orphan Society; the Pembroke Technical School, Dublin; the Baltimore Fishery School; the Royal Irish Academy of Music; the Ulster and Claremont Institutions for the Deaf, Dumb, and Blind; the Incorporated Society for promoting Protestant Schools in Ireland; and other Educational Institutions of the highest importance and most varied character. Schemes have been framed which incorporate Governing Bodies for the Management of the Educational Endowments of "The Church of Ireland," in almost all the Dioceses of that Church, and the majority of the Irish Presbyteries have obtained similar Schemes for the Endowments of the Presbyterian Church.

Since our last Report, we made enquiry, in every case in which a Scheme was in operation, whether any amendment was desired, and we framed Amending Schemes whenever it appeared that any difficulty had been experienced. So far as we can ascertain, the working of the Schemes has proved satisfactory.

Efficient and economical arrangements have been made for the Inspection of the Schools sharing in the Endowments, and also for the Audit of the accounts of the Governing Bodies.

Amounts administered under Schemes.

The estimated annual value of property belonging to the Endowments which are comprised in the completed Schemes or those still pending, include school premises valued at £14,348 0*s.* 9*d.* a year, and a yearly income, from houses and lands of £27,493 16*s.* 10*d.*, and from trust funds of £25,463 8*s.* 0*d.* The total annual value or amount of the Endowments dealt with is, therefore, £67,305 5*s.* 7*d.* The annual income from fees, subscriptions, and other sources, of the Institutions to which these Endowments are attached, is estimated at £73,601 6*s.* 2*d.* The total amount to be administered under the Schemes above referred to, is £140,906 11*s.* 9*d.* a year.

We may add that the total amount expended out of the moneys provided by Parliament for our Commission, since its creation in 1885, has been £32,507 7*s.* 8*d.*, less than half-a-year's income or value of the Endowments dealt with; and that the total amount chargeable against the Endowments, for the cost of publishing the Schemes, has been, in all, only £330 5*s.* 11*d.*

Tables.

We beg to refer to the Tables annexed to this Report for information as to the details of our work, under the following headings:—

Table I. Schemes completed or pending, in numerical order, with the stages through which each Scheme has passed. *Infra*, p. vii.

Table II. Annual amount or value of the property to be administered under these Schemes. *Infra*, p. xv.

Table III. A Catalogue of all the Schemes which have been completed, or which are still pending, distinguishing between Public Endowments and Endowments from private sources, and classifying, as Denominational, those Endowments which practically belong to one religious denomination only, and as Non-denominational, those which belong to more than one denomination. *Infra*, p. xxiv.

Table IV. Endowments declared exempt from the compulsory jurisdiction of the Commission. *Infra*, p. xxviii.

Table V. Exempt Endowments with respect to which applications for Consent Schemes were received. *Infra*, p. xxix.

Table VI. Public Sittings of the Commission held since October 1, 1892. *Infra*, p. xxx.

The Endowment founded by Erasmus Smith.

The Draft Scheme published for this Endowment, with the Objections thereto, and the arguments adduced at the Public Sitting held in October, 1892, were under our consideration at the date of our last Report. Since then, the Judicial Commissioners, in consultation with their colleagues, have carefully considered the whole case. They were, however, unable to agree upon the principles on which a Scheme should be framed, and, at a Public Sitting which was held on November 22, 1894, they stated the reasons for their disagreement, in written judgments which will be found *infra*, p. 235. Report, 1891–92, p. iv.

The Limerick Endowments.

We referred, in our last Report, to two Schemes then pending, No. 90 and No. 95, relating to certain Endowments in Limerick. The circumstances of each Endowment are shortly stated in that Report. Report, 1891–2, pp. iv.–v.

Scheme No. 95 for Leamy's Endowment, Limerick, was remitted to the Commissioners with the following Declaration of the Privy Council:—

> "That while it may be desirable to make provisions for continuing to carry on the school established under the Scheme settled by the Court of Chancery with greater efficiency as a mixed school, including among such provisions (if the Commissioners think fit) a power to sell the present buildings, and to acquire other premises more suitable for educational requirements, the school which is now being carried on pursuant to the aforesaid Scheme would be put an end to, if the present Scheme were approved of."

The Judicial Commissioners found it impossible to frame an Amended Scheme which would comply with the provisions of the Statute, sec. 13, and with the intentions of the Founder, and would, at the same time, give effect to the above Declaration. They framed an Amended Scheme which preserved the main provisions of the Original Scheme, but contained no provision for the continuance of Leamy's School "as a mixed school;" and they submitted this Amended Scheme to the Lord Lieutenant in Council, with a Memorandum explaining the difficulties which had arisen. The Amended Scheme was objected to by the same parties who had objected to the Original Scheme, and on the same grounds. The Committee of the Privy Council, upon hearing the Objections, declined to give effect to any of them, and the Scheme was provisionally approved on October 26, 1893. On January 12, 1894, it was laid on the table of both Houses of Parliament, on the Petition of the existing Trustees of the School. No Resolution referring to it was moved, and on April 13, 1894, it was finally approved, and is now in force.

Report, 1891–2, p. vi.

Scheme No. 90, deals, among other Endowments, with those of the Limerick Diocesan School, now used for the purposes of the Roxborough Road School.

At the date of our last Report, we were engaged in obtaining an official valuation of the Schoolhouse and site with a view to giving effect to the Declaration with which the Original Scheme had been remitted, and which required that a right of pre-emption should be given to the Rev. Canon Gregg, the occupier of the Limerick Diocesan School premises. On July 30, 1893, the Judicial Commissioners signed and submitted an Amended Scheme, giving the right of pre-emption, as directed, at the price of £831, which was based on the valuation of Mr. Mitchell, Architect to the Commissioners of Education in Ireland. This document will be found *infra*, Appendix B, No. III. (*a*), p. 263.

On November 15, 1893, the Amended Scheme was remitted, with the following Declaration :—

> "That the Commissioners proceed to take further evidence of value as to the terms upon which the Rev. J. F. Gregg shall be at liberty to exercise his right of pre-emption of the premises of the Roxborough Road School, under the said Scheme."

Upon receipt of this Declaration the parties interested in the matter, viz., the Rev. Canon Gregg, the Town Council of Limerick, the Board of Control of Lunatic Asylums, and the Governors of the Limerick Lunatic Asylum, were invited to submit any further evidence of value which they might desire to bring under consideration. We also requested the Board of Control to inform us whether there was such a prospect of the premises being taken for the purposes of the Limerick Lunatic Asylum as would affect their estimated value ; and, lastly, by permission of Your Excellency and of Her Majesty's Treasury, we submitted a statement of the case, with copies of Mr. Mitchell's Report and Estimate, to the Commissioner of Valuation, with a request that he would furnish an official valuation, to assist us in giving effect to the Declaration.

We received written evidence of value from the Commissioner of Valuation, the Rev. Canon Gregg, the Town Council of Limerick, and the Governors of the Limerick Lunatic Asylum. We also received a reply from the Board of Control. These documents will be found *infra*, Appendix B, No. III. (*b*), to III. (*f*), pp. 263–266.

The Judicial Commissioners, upon careful consideration of the further evidence and of the whole case, could see no reason to alter the terms of pre-emption fixed by the Amended Scheme, and accordingly, they re-submitted it, with an explanatory Letter which will be found in Appendix B, *infra*, p. 261. It was provisionally approved by Your Excellency in Council on June 26, 1894; and on August 12, 1894, upon the Petition of the Town Council of Limerick, the Scheme was laid before Parliament, where it is still pending.

In conclusion, we desire to acknowledge the efficiency of the officers who have served the Commission during its existence, and especially to acknowledge the services of Mr. N. D. Murphy, our Secretary, who has devoted himself with conspicuous energy and ability to the laborious duty of completing our work during the last three years, and who had previously been our Assistant Secretary.

All which we have the honour to submit to your Excellency as our Report in the premises.

Witness our hands this Eighteenth day of December, 1894.

GERALD FITZGIBBON.
WILLIAM O'BRIEN.
GERALD MOLLOY.
ANTHONY TRAILL.
H. B. WILSON.

N. D. MURPHY, Secretary,

Office of the Commission, 23, Nassau-street, Dublin.

TABLES ANNEXED TO THE FOREGOING REPORT.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed.

Number of Scheme.	Endowment.			Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council.	Scheme provisionally approved by Lord Lieutenant in Council	Scheme finally approved by Lord Lieutenant in Council.
	County.	Locality.	Name.					
				1886.	1886.	1886.	1887.	1887.
1	Dublin,	Swords,	Swords Borough Schools,	June 15,	Sept. 30,	Oct. 6,	Remitted, March 11.	—
					1887.	1887.		
"	"	"	*Swords Borough Schools* (*Amended Scheme*),	—	May 21,	May 27,	Aug 16,	Oct. 17
					1886.	1886.		
2	"	Dublin,	Church of Ireland Training College and Kildare-place Society.	June 15,	Sept. 30,	Oct. 6,	April 4,	June 11.
							1888.	
3	"	Castleknock,	Morgan's and Mercer's Schools,	June 26,	Sept. 30,	Oct. 6,	Remitted, Jan. 3,	—
				1890.	1890.	1890.	1890.	1891
	"	"	*Morgan's School* (*New Draft Scheme*),	April 28,	Sept. 30,	Oct. 7,	Dec. 15	Mar. 5
				1886.	1886.	1886.	1887.	1887.
4	"	Dublin,	Methodist Female Orphan School,	Aug. 21,	Nov. 18,	Nov. 24,	March 9,	June 11.
5	"	Raheny and Coolock.	Raheny and Coolock Parochial Schools,	Aug. 21,	Dec. 18,	Dec. 22,	May 6,	Aug. 16.
					1887.	1887.		
6	"	Dublin,	Ormond-quay Presbyterian Church Endowments (*Consent Scheme*).	Dec. 18,	May 14,	May 19,	July 30,	Oct. 7.
7	Antrim,	Belfast,	Stanhope street Schools,	Dec. 18,	May 14,	May 19,	August 16,	Oct. 17.
8	"	"	Ulster Society for the Education of the Deaf and Dumb, and the Blind.	Dec. 18,	May 14,	May 19,	Remitted, Oct. 7.	—
					1888.	1888.	1888.	1888.
	"	"	*Ulster Society* (*Amended Scheme*),	—	Feb. 8,	Feb. 11,	Remitted, May 30.	—
	"	"	*Ulster Society* (*Further Amended Scheme*),	—	July 23,	July 25,	Oct. 15,	Dec. 28.
					1887.	1887.	1887.	1887.
9	Dublin,	Dublin,	St. Patrick's Cathedral Schools (*Consent Scheme*).	Dec. 18,	May 14,	May 19,	July 30,	Oct. 7.
10	"	"	Alexandra College and Alexandra School,	Dec. 18,	May 14,	May 19,	July 30,	Oct. 7.
				1887.			1888.	1888.
11	Antrim,	Belfast,	Currie School,	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 18.
12	Dublin,	Dublin,	Hibernian Marine Society,	June 25,	Oct. 29,	Nov. 2,	Mar. 6.	May 18.
13	Armagh,	Lurgan,	Watts's Endowed School,	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 18.
14	Dublin,	Claremont,	National Association for Promoting the Education of the Deaf and Dumb.	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 18.
					1888.	1888.		
15	Antrim,	Belfast,	Royal Belfast Academical Institution,	June 25,	Feb. 8,	Feb. 11,	Remitted, May 30.	—
	"	"	*Royal Belfast Academical Institution* (*Amended Scheme*).	—	July 23,	July 25,	Oct. 15,	Dec. 28.
					1887.	1887.		
16	"	"	Methodist College (*Consent Scheme*),	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 18.
17	Donegal,	Lifford	Prior School, Hansard School, and Blackrock School.	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 18.
					1888.	1888.		
18	Dublin,	Dublin,	Merchant Tailors' School,	June 25,	Feb. 8,	Feb. 11,	April 18,	July 6.
					1887.	1887.		
19	Monaghan,	Monaghan,	Collegiate School,	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 18.
20	Londonderry,	Coleraine,	Academical Institution,	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 16.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed—*continued.*

Number of Scheme.	Endowment. County.	Locality.	Name.	Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council.	Scheme provisionally approved by Lord Lieutenant in Council.	Scheme finally approved by Lord Lieutenant in Council.
				1887.	1888.	1888.	1888.	1889.
21	Antrim,	Lisburn,	Nicholson Endowment (*Consent Scheme*),	June 25,	Feb. 8,	Feb. 11,	Remitted, Aug. 4.	—
							1889.	
	,,	,,	*Nicholson Endowment* (*Amended Scheme*),	—	Aug. 8,	Aug. 14,	Feb. 4,	April 24.
							1888.	1888.
22	,,	Belfast,	Ladies' Industrial School,	June 25,	Feb. 8,	Feb. 11,	April 18,	July 6.
23	Londonderry,	Londonderry,	Magee Presbyterian College (*Consent Scheme*),	June 25,	Feb. 8,	Feb. 11,	April 18,	July 6.
					1890.	1890.	1890.	1890.
24	,,	,,	Gwyn's Charitable Institution and Young Endowment.	June 25,	Jan. 14,	Jan. 18,	May 19,	Aug. 2.
					1887.	1887.	1888.	1888.
25	,,	,,	Creggan School,	June 25,	Oct. 29,	Nov. 2,	Mar. 6,	May 18.
					1888.	1888.		
26	Dublin,	Dublin,	Dublin Working Boys' Home and Harding Endowment.	Aug. 8,	Feb. 8,	Feb. 11,	April 18,	July 6.
					1889.	1889.	1889.	
27	,,	,,	Bertrand Female Orphan School,	Aug. 8,	Aug. 12,	Aug. 14,	Remitted, Dec. 21.	—
					1890.	1890.	1890.	1890.
	,,	,,	*Bertrand Female Orphan School* (*Amended Scheme*).	—	Jan. 11,	Jan. 18,	April 23,	June 24.
					1888.	1888.	1888.	1888.
28	Antrim,	Belfast,	Belfast Royal Academy,	Aug. 8,	Feb. 8,	Feb. 11,	Remitted, May 30.	—
	,,	,,	*Belfast Royal Academy* (*Amended Scheme*),	—	July 23,	July 25,	Oct. 15.	Dec. 28.
					1890.	1890.	1890.	
29	Dublin,	Dublin,	Phibsborough Sunday and Daily Schools,	Aug. 8,	Jan. 11,	Jan. 18,	Remitted, Aug. 4.	—
	,,	,,	*Phibsborough Sunday and Daily Schools* (*Amended Scheme*).	—	Aug. 12,	Aug. 16,	Remitted, Nov. 13.	—
							1891.	1891.
	,,	,,	*Phibsborough Sunday and Daily Schools* (*Further Amended Scheme*).	—	Nov. 22,	Nov. 26,	Feb. 17,*	Aug. 6.
					1883.	1888.	1888.	1888.
30	Cavan,	Tullyvin and Benbawn.	Tullyvin and Benbawn Schools,	Aug. 8,	Feb. 8,	Feb. 11,	April 18,	July 6.
31	Fermanagh,	Lisnaskea,	Moat School,	Aug. 8,	Feb. 8,	Feb. 11,	April 18,	July 6.
32	Dublin,	Dublin,	St. Peter's Schools and Mrs. Wray's School (*Consent Scheme*).	Aug. 8,	Feb. 8,	Feb. 11,	April 18,	July 6.
33	Londonderry,	Coleraine,	Laurel Hill School,	Aug. 8,	Feb. 8,	Feb. 11,	April 18,	July 6.
34	Armagh,	Armagh,	Royal School,	1888.	1889.	1889.	1889.	
	Tyrone,	Dungannon,	Royal School,					
	Fermanagh,	Enniskillen,	Royal School,	*First Scheme*, April 30,	June 28,	July 4,	Remitted, Nov. 6.	—
	Cavan,	Cavan,	Royal School,					
	Donegal	Raphoe,	Royal School,					
							1890.	
			Royal Schools, Second Scheme (*Amended*),	—	Dec. 6,	Dec. 12	Remitted, May 19.	—
					1890.	1890.		
			Royal Schools, Third Scheme (*Amended*),	—	Aug. 14,	Aug. 16,	Remitted, Nov. 13.	—
							1891.	1891.
			Royal Schools, Fourth Scheme (*Amended*),	—	Dec. 8,	Dec. 10,	Mar. 5,	May 22.
					1889.	1889.	1889.	1889.
35	Donegal,	Donegal,	The Robertson Endowments,	June 4,	April 24,	May 1,	Aug. 10,	Oct. 30.
36	Armagh,	Lurgan,	Queen-street National School,	June 4,	April 24,	May 1,	July 25,	Oct. 10.
37	Cork,	Cork,	High School for Girls,	June 4,	June 3,	June 5,	Aug. 10,	Oct. 30.
38	,,	Baltimore,	The Baltimore Fishery School (*Consent Scheme*).	June 4,	April 24,	May 1,	Aug 10,	Oct. 30.
39	Dublin,	Dublin,	The Royal Irish Academy of Music and the Coulson Endowment.	June 4,	April 24,	May 1,	July 25,	Oct. 10.
40	Londonderry,	Londonderry,	Londonderry Academical Institution,	June 4,	April 24,	May 1,	Remitted, Aug. 10.	—
								1890.
	,,	,,	*Londonderry Academical Institution* (*Amended Scheme*).	—	Aug. 12,	Aug. 14,	Oct. 30,	Jan. 24

* Laid on the Tables of both Houses of Parliament, April 30, 1891.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed—*continued.*

Number of Scheme.	Endowment.			Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council.	Scheme provisionally approved by Lord Lieutenant in Council.	Scheme finally approved by Lord Lieutenant in Council.
	County.	Locality.	Name.					
				1888.	1889.	1889.	1889.	1889.
41			The Church of Ireland Victoria Jubilee Fund (*Consent Scheme*).	July 2,	April 24,	May 1,	July 25,	Oct. 10.
42	Limerick, .	Limerick, .	The Villiers' Charitable Institutions, . .	July 2,	June 22,	July 4,	Oct. 10, 1890.	Dec. 21. 1890.
43	Antrim, .	Ballymena, .	Guy's Free School, ...	July 2,	Dec. 21,	Dec. 24,	Mar. 19,	June 2.
44	„ .	„ .	The Ballymena Academy, ...	July 2,	Dec. 21,	Dec. 24,	Mar. 19, 1889.	June 2.
45	Tipperary, .	Clonmel, .	Clonmel Grammar School, ...	July 2,	Aug. 12, 1890.	Aug. 14, 1890.	Dec. 24, 1890.	Mar. 19.
46	Kilkenny, .	Kilkenny, .	Kilkenny College, ...	Aug. 13,	Jan. 11,	Jan. 18,	Remitted, May 19.	—
	„ .	„ .	*Kilkenny College* (*Amended Scheme*), . .	—	Aug. 12, 1889.	Aug. 16, 1889.	Oct. 24, 1889.	Dec. 31.
47	Cork, . .	Cork, . .	Cork Parochial Schools, Green Coat Hospital, Cork Grammar School, and Brettridge's Charity (*Consent Scheme*).	Aug. 13,	June 22, 1890	July 4, 1890.	Oct. 10, 1890.	Mar. 19.
48	* Londonderry,	Magherafelt,	Rainey's School, ...	Aug. 13.	Jan. 11, 1891.	Jan. 18, 1891.	May 19,* 1891.	— 1891.
	„ .	„ .	*Rainey's School and Salters Endowment* (*Amended Scheme*).	—	June 24. 1889.	June 27, 1889.	Aug. 31. 1889.	Nov. 12. 1889.
49	Kilkenny, .	Thomastown,	Parochial School, , ...	Aug. 13,	April 24,	May 1,	Aug. 10,	Oct. 30.
50	Armagh, .	Armagh, .	The Drelincourt, Mall, and Callan-street Schools, and "Primate Robinson's Loan Fund."	Aug. 13,	April 24,	May 1,	Aug. 10,	Oct. 30.
51	Down, . .	Holywood, .	The Sullivan Schools, ...	Aug. 13,	April 24,	May 1,	Aug. 10,	Oct. 30.
52	Cork, .	Cork, . .	The Rochelle Seminary, ...	Aug. 13,	April 24,	May 1,	July 25,	Oct. 10.
53	Waterford, .	Waterford, .	Stephen-street School, ...	Mar. 25, 1889.	June 22,	July 4,	Oct. 10.	Dec. 21.
‡54	Limerick, .	Limerick, .	Roxborough Road School (*Consent Scheme*), .	Mar. 25,	—	—	—	—
55		Diocese of Meath.	The Parochial Schools of the Diocese of Meath; and the Preston School, Navan (*Consent Scheme*).	Mar. 25,	Jan. 11, 1889.	Jan. 18, 1889.	May 19,	Aug. 2. 1891.
56	Meath, .	Oldcastle, .	The Gilson Schools, . . .	Mar. 25,	Dec. 9, 1890.	Dec. 12, 1890.	Remitted, May 19.	—
	† „ .	„ .	*The Gilson Schools* (*Amended Scheme*), . .	—	Aug. 12, 1889.	Aug. 16, 1889.	Nov. 13,† 1889.	May 4. 1890.
57	Kildare, .	Clane, . .	Hewetson's School (*Consent Scheme*), . .	Mar. 25,	Aug. 12,	Aug. 14,	Dec. 24,	Mar. 19 1889.
58			The Presbyterian Orphan Society of Ireland (*Consent Scheme*).	Mar. 25,	June 3, 1890.	June 5, 1890.	Aug. 10, 1890.	Oct. 30. 1890.
59	Tipperary, .	Cashel, .	Cashel Corporation School Endowments,	April 29,	Jan. 11,	Jan. 18,	May 19,	Aug. 2.
60	„ .	„ .	Cashel Deanery Schools, . . .	April 29,	Jan. 11,	Jan. 18,	May 19,	Aug. 2.
‡61	Antrim, .	Larne, .	Larne Grammar School (*Consent Scheme*), .	April 29,	— 1893.	— 1893.	— 1894.	— 1894.
62	Cork, . .		The Munster Dairy School and Agricultural Institute.	April 29,	Dec. 2, 1891.	Dec. 4, 1891.	Feb. 24, 1891.	May 20. 1892.
63	Down, . .	Ballymacarrett	The Ledley School Endowment, . . .	May 31,	Aug. 17, 1889.	Aug. 22, 1889.	Nov. 12. 1890.	Feb. 10. 1890.
64		Presbytery of Dublin.	The Endowments of and belonging to Congregations under the care of the Presbytery of Dublin.	May 31,	Dec. 21,	Dec. 24,	Mar. 18,	June 2.
65	Cork, . .	Cork, . .	St. Stephen's Hospital (*Consent Scheme*),	May 31,	Dec. 21, 1890.	Dec. 24, 1890.	Mar. 18,	June 2.
66		Dioceses of Cork, Cloyne, and Ross.	The Parochial Schools of the Dioceses of Cork, Cloyne, and Ross; and Bishop Crowe's School, Cloyne (*Consent Scheme*).	May 31,	Jan. 3, 1889.	Jan. 18, 1889.	May 19,	Aug. 2.
67	Cork, . .	Kinsale, .	The Southwell School Endowment, . .	May 31,	Dec. 18,	Dec. 24,	Mar. 18.	June 2.
68	Westmeath, .	Rochfort Bridge.	The Shiel Charity (*Consent Scheme*), . .	June 28,	Nov. 30,	Dec. 12,	Mar. 1,	May 19.

* Laid on the Tables of both Houses of Parliament, July 24, 1890. Scheme in part disapproved by Resolution of the House of Commons dated Dec. 4, 1890.
† Laid on the Tables of both Houses of Parliament, January 23, 1891.
‡ These Schemes have been dropped.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed—*continued.*

Number of Scheme.	Endowment.			Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council.	Scheme provisionally approved by Lord Lieutenant in Council.	Scheme finally approved by Lord Lieutenant in Council.
	County.	Locality.	Name.					
69	Roscommon,	Elphin,	Bishop Hodson's Grammar School,	1889. June 28,	1889. Dec. 9,	1889. Dec. 12,	1890. Mar. 1,	1890. May 19.
70			The Orphan Society of the Association of Irish Non-Subscribing Presbyterians and other Free Christians (*Consent Scheme*).	June 28,	Dec. 6,	Dec. 12,	Mar. 1,	May 19.
71	Tyrone,	Strabane,	The Strabane Academy,	June 28,	1893. Sept. 11,	1893. Sept. 23,	1893. Dec. 23,	1894. Mar. 19.
72			The Sabbath School Society for Ireland in connection with the Presbyterian Church (*Consent Scheme*).	June 28,	1889. Dec. 9,	Dec. 12,	1890. Mar. 1,	1890. May 19.
73		Diocese of Ferns.	The Parochial Schools of the Diocese of Ferns (*Consent Scheme*).	Aug. 10,	1890. Jan. 14,	1890. Jan. 18,	May 19,	Aug. 2,
74	Down,	Downpatrick,	The Southwell Charity and the Parochial Schools (*Consent Scheme*).	Aug. 10,	1889. Dec. 21,	1889. Dec. 24,	May 19,	Aug. 2.
75		Presbytery of Ballybay.	The Endowments of and belonging to Congregations under the care of the Presbytery of Ballybay (*Consent Scheme*).	Aug. 10,	Dec. 21,	Dec. 24,	Mar. 18,	June 2.
76		Diocese of Limerick.	The Parochial Schools of the Diocese of Limerick (*Consent Scheme*).	Aug. 10,	1894. April 16,	1894. April 20,	1894. July 26,	1894. Oct. 26.
77		Diocese of Leighlin.	The Parochial Schools of the Diocese of Leighlin (*Consent Scheme*).	Aug. 10,	1891. Aug. 17,	1891. Aug 22,	1891. Dec. 23,	1892. Mar. 8.
78		Presbytery of Banbridge.	The Endowments of and belonging to Congregations under the care of the Presbytery of Banbridge (*Consent Scheme*).	Aug. 10,	1889. Dec. 21,	1889. Dec. 24,	1890. Mar. 18,	1890. June 2,
79	Down,	The Ards,	Joseph Brown's Endowment,	Aug. 10,	Dec. 21,	Dec. 24,	May 19,	Aug. 2.
80	Down,	Anahilt,	The Anahilt Endowed School,	1890. April 28,	1890. Sept. 30,	1890. Oct. 7,	Dec. 15,	1891. Mar. 5.
81	Carlow,	Rathvilly,	D'Israeli's School,	April 28,	Sept. 30,	Oct. 7,	Dec. 15,	Mar. 5.
82	Down,	Donaghadee,	The Donaghadee Free Schools,	April 28,	1891. Aug. 17,	1891. Aug. 22,	1892. Remitted Jan. 4,	—
	"	"	*The Donaghadee Free Schools (Amended Scheme).*	—	1892. April 25,	1892. May 9,	1892. July 22,	1892. Sept. 30.
83		Presbytery of Ballymena.	The Endowments of and belonging to Congregations under the care of the Presbytery of Ballymena (*Consent Scheme*).	April 28,	1890. Nov. 22,	1890. Nov. 26,	1891. Mar. 5,	1891. May 22.
84		Presbytery of Newry.	The Endowments of and belonging to Congregations under the care of the Presbytery of Newry (*Consent Scheme*).	April 28,	Nov. 22,	Nov. 26,	Feb. 17,	May 4,
85	Wicklow,	Carysfort,	The Carysfort Royal School Endowment,	April 28,	1891. Aug. 31,	1891. Sept. 2,	1892. Remitted Mar. 16,	—
	"	"	*The Carysfort Royal School Endowment (Amended Scheme.)*	—	1892. April 25,	1892. May 9,	July 22.	1892. Sept. 30.
86	Westmeath,	—	Arthur Smith's Charity (*Consent Scheme*)	April 28,	1890. Nov. 22,	1890. Nov. 26,	1891. Feb. 17,	1891. May 4.
87	Kildare,	Ballysax,	Parochial School (*Consent Scheme*),	April 28,	Sept. 30,	Oct. 7,	1890. Dec. 15,	Mar. 5.
88		Diocese of Armagh.	The Parochial Schools of the Diocese of Armagh (*Consent Scheme*).	April 28,	1891. Aug. 17,	1891. Aug. 22,	1891. Dec. 23,	1892. Mar. 8.
89		Dioceses of Down, Connor, and Dromore.	The Parochial Schools of the Dioceses of Down, Connor, and Dromore (*Consent Scheme*).	Aug. 4,	1892. Nov. 5,	1892. Dec. 7.	1893. Aug. 8,	1893. Nov. 6,
*90		—	The Diocesan Schools and Banagher Royal School Endowments.	Aug. 4,	April 27,	May 9,	1892. Remitted Aug. 24,	—
	"	"	*The Diocesan Schools and Banagher Royal School Endowments (Amended Scheme).*	—	1893. Feb. 27,	1893. Mar. 3,	1893. Remitted Nov. 15.	—
	"	"	* *The Diocesan Schools and Banagher Royal School Endowments (resubmitted).*	—	1894. Jan. 29,	1894. Feb. 3,	1894. June 26,	—
91	Fermanagh, Londonderry, Roscommon,	—	The Anne Hall Endowments,	Aug. 4,	1891. Aug. 31,	1891. Sept. 2,	1891. Nov. 12,	1892. Feb. 10.
92	Antrim,	Belfast,	The Belfast Library and Society for promoting Knowledge.	Aug. 4,	1890. Dec. 8,	1890. Dec. 10,	Feb. 17,	1891. May 4.
93		Diocese of Ardagh.	The Parochial Schools of the Diocese of Ardagh (*Consent Scheme*).	Aug. 4,	1891. Aug. 31,	1891. Sept. 2,	Dec. 23,	1892. Mar. 8.
94	Limerick,	Limerick,	The Limerick Endowment for Technical Education.	Aug. 4,	1892. April 27,	1892. May 9,	1892. Sept. 12.	Nov. 25.
†95	"	"	The Leamy Endowment,	Aug. 4,	April 29,	May 9,	Remitted Aug. 24,	—
	"	"	†*The Leamy Endowment (Amended Scheme),*	—	1893. July 31,	1893. Aug. 2,	1893. Oct. 26,	1894. April 13.

* Scheme laid before Parliament, August 12, 1894.

† Scheme laid before Parliament, January 12, 1894.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed—*continued.*

Number of Scheme.	Endowment. County.	Locality.	Name.	Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council	Scheme provisionally approved by Lord Lieutenant in Council.	Scheme finally approved by Lord Lieutenant in Council.
96		Diocese of Clogher.	The Parochial Schools of the Diocese of Clogher (*Consent Scheme*).	Aug. 4,	1891. Aug. 17,	1891. Aug. 22,	1891. Nov. 12,	1892. Feb. 10.
97		Presbytery of Carrickfergus.	The Endowments of and belonging to Congregations under the care of the Presbytery of Carrickfergus (*Consent Scheme*).	Aug. 4,	1890. Nov. 22,	1890. Nov. 26,	Feb. 17,	1891. May 4.
98	Antrim,	Belfast,	Hugh Henry Boyd's Endowment (*Consent Scheme*).	Aug. 4.	1891. Dec. 22,	1891. Dec. 24,	1892. Mar. 8,	1892. May 24.
99	Down,	Bangor,	Bangor Endowed School,	1890. Dec. 13,	1893. Jan. 23,	1893. Jan. 28,	1893. April 21,	1893. July 13.
100	Wexford,	Wexford,	The Tate School,	Dec. 13,	Jan. 23, 1891.	Jan. 28, 1891.	April 21, 1892.	July 13. 1892.
101	Antrim,	Belfast,	Brown Street Sunday and Daily Schools, Belfast.	Dec. 13,	Aug. 31,	Sept. 2,	Nov. 12,	Feb. 10.
102		Diocese of Derry.	The Parochial Schools of the Diocese of Derry (*Consent Scheme*).	Dec. 13,	1892. Nov. 19,	1892. Dec. 7.	1893. Feb. 24,	1893. May 8.
103	Antrim,	The Route Presbytery.	The Endowments of and belonging to Congregations under the care of the Route Presbytery (*Consent Scheme*),	Dec. 13,	1891. Dec. 22,	Dec. 24,	1892. Mar. 8,	1892. May 24.
104		Dioceses of Killala and Achonry.	The Parochial Schools of the Dioceses of Killala and Achonry (*Consent Scheme*).	Dec. 13, 1891.	1893. Jan. 23,	1893. Jan. 28,	1893. April 21,	1893. July 13
105	Cork,	Midleton,	Midleton Endowed School,	Mar. 9,	Sept. 11,	Sept. 23,	Dec. 23,	1894. Mar. 19.
106	Wexford,	New Ross,	John Ivory's School,	Mar. 9,	Jan. 23,	Jan. 28,	April 21, 1894.	1893. July 13. 1894.
107	Down,	Killinchy,	The Killinchy Schools,	Mar. 9,	Sept, 11, 1892.	Sept. 23, 1892.	April 13, 1892.	July 26. 1893.
108		Diocese of Kilmore.	The Parochial Schools of the Diocese of Kilmore (*Consent Scheme*).	Mar. 9,	April 25,	May 9,	Nov. 8,	Jan. 26. 1892.
109	Cork,	Kinsale,	The Southwell School Endowment, Kinsale (*Supplemental Scheme*).	Mar. 9,	April 30,	May 9,	July 22.	Sept. 30.
110	Cork,	Clondrohid,	The Crofton Endowments,	Mar. 9,	1893. Oct. 2,	1893. Oct. 6,	1894. June 22,	1894. Aug. 27.
111	Meath, Queen's, Dublin,	—	The Preston Endowment, for The Preston School, Navan, the Ballyroan Endowed School, and King's Hospital, Oxmantown.	Mar. 9,	1893. Aug. 21,	1893. Sept. 6,	1894. Remitted Mar. 19.	—
	"	—	*The Preston Endowment, for the Preston School, Navan, the Ballyroan Endowed School, and King's Hospital, Oxmantown (Amended Scheme).*	—	1894. April 16,	1894. April 20,	1894. July 26,	Oct. 26.
112	Antrim,	Belfast,	The Endowments of and belonging to "Townsend-street Presbyterian Church," and the Henry Martyn Johnston Charity (*Consent Scheme*).	April 30,	1891. Dec. 22,	1891. Dec. 24,	1892. Mar. 8,	1892. May 24.
113	Wexford,	Co. Wexford,	The Urith Paul Endowment,	April 30,	1893. Dec. 2,	1893. Dec. 4,	1894. Feb. 24,	1894. May 20.
114	Longford,	Newtownforbes.	The Lisnaboe Endowed School,	April 30,	Oct. 2,	Oct. 6,	—	—
115		Presbytery of Connaught.	The Endowments of and belonging to Congregations under the care of the Presbytery of Connaught (*Consent Scheme*).	April 30,	Jan. 23,	Jan. 28,	1893. April 21,	1893. July 13.
116		Presbytery of Ards.	The Endowments of and belonging to Congregations under the care of the Presbytery of Ards (*Consent Scheme*).	April 30,	1892. April 25,	1892. May 9,	1892. July 22.	1892. Sept. 30.
117	Louth,	—	The Leigh Charity (*Consent Scheme*),	April 30,	1893. Jan. 23,	1893. Jan. 28,	1893. Remitted May 8,	—
	"	"	*The Leigh Charity (Amended Scheme),*	—	July 31,	Aug. 2,	Oct. 26,	1894. Jan. 24.
118	Antrim,	Belfast,	The Belfast Natural History and Philosophical Society.	May 30,	1891. Dec. 22.	1891. Dec. 24.	1892. April 25.	1892. Aug. 10.
119		Presbytery of Cavan.	The Endowments of and belonging to Congregations under the care of the Presbytery of Cavan (*Consent Scheme*).	May 30,	1893. July 31,	1893. Aug. 2,	1893. Dec. 23,	1894. Mar. 19.
120		Presbytery of Tyrone.	The Endowments of and belonging to Congregations under the care of the Presbytery of Tyrone (*Consent Scheme*).	May 30,	June 19,	June 26,	Sept. 30,	1893. Dec. 23.
121	Dublin,	Dublin,	The General Orphan Home Endowments,	May 30,	Feb. 27,	Mar. 3,	May 8,	1893. July 13.
122	Antrim,	Parish of Ramoan.	John Sharp's Endowment, Ballycastle,	May 30,	Jan. 23,	Jan. 28,	April 21,	July 13.
123	Cork and Limerick.	Charleville,	The Charleville Endowment,	June 30,	July 17, 1891.	July 21, 1891.	Sept. 30, 1892.	Dec. 23. 1892.
124	Dublin,	Dublin,	The Catholic University School of Medicine (*Consent Scheme*).	June 30,	Dec. 22,	Dec. 24,	Mar. 8,	May 24.
125	Meath and Longford.	—	The Charlton Charity,	June 30,	1894. Oct. 22, 1891.	1894. Oct. 25, 1891.	— 1892.	— 1892.
126		Presbytery of Clogher.	The Endowments of and belonging to Congregations under the care of the Presbytery of Clogher (*Consent Scheme*).	June 30,	Dec. 22,	Dec. 24,	Mar. 8,	May 24.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed—*continued.*

Number of Scheme.	Endowment.			Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council.	Scheme provisionally approved by Lord Lieutenant in Council.	Scheme finally approved by Lord Lieutenant in Council.
	County.	Locality.	Name.					
				1891.	1893.	1893.	1893.	1894.
127		Diocese of Ossory.	The Parochial Schools of the Diocese of Ossory (*Consent Scheme*).	June 30,	July 31,	Aug. 2,	Oct. 26,	Jan. 24.
128	Galway, .	Eyrecourt, .	The Banks Endowment, ...	Aug. 10,	Oct. 2,	Oct. 6,	—	—
								1893.
129	Down, . .	Parishes of Killough & Ballyculter.	The Hon. Michael Ward's Endowment, .	Aug. 10,	Jan. 23,	Jan. 28,	April 21,	July 13.
*130		Diocese of Elphin.	The Parochial Schools of the Diocese of Elphin (*Consent Scheme*).	Aug. 10,	—	—	—	—
				1892.	1894.	1894.	1894.	1894.
131	Kildare, .	Kilmeague, .	The Kilmeague School and Perceval Endowment.	Feb. 29,	Sept. 17.	Sept. 20.	—	—
					1893.	1893.	1893.	1893.
132		Presbytery of Dromore.	Endowments of and belonging to Congregations under the care of the Presbytery of Dromore (*Consent Scheme*).	Feb. 29,	June 19,	June 26,	Aug. 28,	Nov. 6.
133		Presbytery of Derry.	Endowments of and belonging to Congregations under the care of the Presbytery of Derry (*Consent Scheme*).	Feb. 29,	June 19,	June 26,	Aug. 28,	Nov. 6.
							1894.	1894.
134	Galway, .	Loughrea, .	The Lyons Endowment, ...	Feb. 29,	Dec. 2,	Dec. 4,	—	—
135		Diocese of Tuam.	The Parochial Schools of the Diocese of Tuam (*Consent Scheme*).	Feb. 29,	Nov. 11,	Nov. 16,	Jan. 24,	April 13.
							1893.	
136	Roscommon,	Castlerea, .	The Sandford Endowment, ...	May 14,	Oct. 2,	Oct. 6,	Dec. 23,	Mar. 19.
137		Presbytery of Comber.	Endowments of and belonging to Congregations under the care of the Presbytery of Comber (*Consent Scheme*).	Feb. 29,	July 31,	Aug. 2,	Oct. 26,	Jan. 24.
								1893.
138	Armagh, .	Armagh, .	The Drelincourt, Mall, and Callan-st. Schools, Armagh, and Primate Robinson's Armagh Loan Fund (*Supplemental Scheme*).	Mar. 31,	Jan. 23,	Jan. 28,	April 21,	July 13.
139		Presbytery of Cork.	Endowments of and belonging to Congregations under the care of the Presbytery of Cork (*Consent Scheme*).	Mar. 31,	Jan. 23,	Jan. 28,	April 21,	July 13.
140	Londonderry,	Coleraine, .	The Coleraine Academical Institution (*Supplemental Scheme*).	Mar. 31,	Jan. 23,	Jan. 28,	April 21,	July 13.
*141		Diocese of Ardfert and Aghadoe.	The Parochial Schools of the United Diocese of Ardfert and Aghadoe (*Consent Scheme*).	Mar. 31,	—	—	—	—
								1894.
142		Cork City, & Dioceses of Cork, Cloyne, and Ross.	The City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools (*Supplemental Consent Scheme*).	Mar. 31,	July 31,	Aug. 2,	Oct. 26,	Jan. 24.
					1894.	1894.	1894.	
143	Louth, . .	Dundalk, .	The Viscount Limerick's Endowment, . .	Mar. 31.	Aug. 20,	Aug. 21,	—	—
†144	Various, .	Various, .	†The Erasmus Smith Endowments, . .	May 14,	—	—	—	—
					1893.	1893.		
145	Antrim, .	Ballymoney,	The Cramsie Endowment, ...	May 14,	Sept. 11,	Sept. 23,	—	—
							1893.	1894.
146	Londonderry,	Londonderry,	The Endowment of and belonging to the First Derry Presbyterian Church, in the City of Londonderry.	May 14,	Sept. 11,	Sept. 23,	Dec. 23,	Mar. 24.
					1894.	1894.	1894.	
147		Dioceses of Dublin, Glendalough and Kildare.	The Parochial Schools of the United Diocese of Dublin, Glendalough, and Kildare (*Consent Scheme*).	May 14.	Jan. 29,	Feb. 3.	May 20,	July 26.
148	Kilkenny, .	Kilkenny, .	The Kilkenny Subscription School, . .	May 14,	Aug. 20,	Aug. 21,	Oct. 26,	—
						1893.	1893.	1893.
149	Dublin, .	Ringsend, .	The Pembroke Technical School, . .	Aug. 13,	July 17,	July 21,	Sept. 30,	Dec. 23.
								1894.
150	Louth, . .	Drogheda, .	The Drogheda Blue School, ...	Aug. 13,	Oct. 2,	Oct. 6,	Dec. 23,	Mar 19.
							1894.	
151		Presbytery of Raphoe.	The Endowments of and belonging to Congregations under the care of the Presbytery of Raphoe (*Consent Scheme*).	Aug. 13,	Aug. 21,	Sept. 6,	July 26,	Oct. 26.
							1893.	
152	Antrim, .	Ballintoy, .	The Ballintoy Parochial School, . . .	Aug. 13,	July 17,	July 21,	Oct. 26,	Jan. 24.
153	Dublin, .	Dublin, .	The Dublin Protestant Reformatory Schools,	Aug. 13.	July 31,	Aug. 2,	Oct. 26,	Jan. 24.
					1892.	1892.		1893.
154		Dioceses of Clonfert.	The Madden Endowment (*Consent Scheme*),	Aug. 13,	Nov. 19,	Dec. 7.	Feb. 24,	May 8.
					1893.	1893.		
155	Cork, . .	Newmarket,	The St. Leger Aldworth Endowment, . .	Aug. 13,	July 17,	July 21,	Sept. 30,	Dec. 23.
								1894.
156	Leitrim, .		The Dromod School and Warren Endowment.	Aug. 13,	Sept. 11,	Sept. 23,	Dec. 23,	Mar. 19.
157		Presbytery of Letterkenny.	The Endowments of and belonging to Congregations under the care of the Presbytery of Letterkenny (*Consent Scheme*).	Aug. 13,	July 31,	Aug. 2,	Dec. 23,	Aug. 27.
‡158	Dublin,	Dublin, .	The Parochial Schools of the City of Dublin and neighbourhood; the Ralph Macklin Endowment; the Griffith Endowment; and other Endowments in the City of Dublin (*Consent Scheme*).	Aug. 13.	[Amalgamated with Scheme 147.]			

* These Schemes have been dropped. † Scheme dropped: Judicial Commissioners not agreeing.
‡ Amalgamated with Scheme No. 147, supra.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed—*continued.*

Number of Scheme.	Endowment.			Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council.	Scheme provisionally approved by Lord Lieutenant in Council	Scheme finally approved by Lord Lieutenant in Council.
	County.	Locality.	Name.					
				1892.	1893.	1893.	1894.	1894.
159	Meath,	—	Chetwode's Charity and Stearne's Charity,	Dec. 12,	Oct. 2,	Oct. 6,	June 22, 1893.	Aug. 27.
160	—	Presbytery of Limavady.	The Endowments of and belonging to Congregations under the care of the Presbytery of Limavady (*Consent Scheme*).	Dec. 12,	Aug. 21,	Sep. 9,	Nov. 14,	Jan. 24.
161	Dublin,	Rathmines,	Rathmines Township Sunday and Daily Schools.	Dec. 12,	July 17,	July 21,	Remitted, Oct. 28, 1894.	—
			Rathmines Township Sunday and Daily Schools (*Amended Scheme*).	—	Nov. 11,	Nov. 16,	Jan. 24,	1894. April 13.
162	Down,	Bangor,	The M'Gowan Endowment for Ballymaconnell, Ballymullen, and Ballysallagh.	Dec. 12,	Nov. 11,	Nov. 16,	—	—
163	Monaghan,	Carrickmacross.	The Viscount Weymouth School Carrickmacross.	Dec. 12.	1894. Aug. 20,	1894. Aug. 21,	Oct. 26.	—
*164	Queen's,	Portarlington	*The Portarlington Endowed School,	Dec. 12,	[Amal	gamated w	ith Scheme	147.]
165	Antrim,	Dunganonell,	The Dunganonell School,	Dec. 12,	1893. Nov. 11,	1893. Nov. 16,	—	—
166		Presbytery of Templepatrick.	The Endowments of and belonging to Congregations under the care of the Presbytery of Templepatrick (*Consent Scheme*).	Dec. 12,	Aug. 21,	Sep. 6,	1893. Nov. 14,	Jan. 24.
				1893.				
167	Dublin City,	—	Love's Charity and Gardiner's Charity,	Jan. 31,	Oct. 2,	Oct. 6,	Nov. 14, 1894.	Jan. 24, 1895.
168	—	Presbytery of Glendermot	The Endowments of and belonging to Congregations under the care of the Presbytery of Glendermot (*Consent Scheme*).	Jan. 31,	Aug. 21,	Sep. 6,	Oct. 26,	—
169	—	Presbytery of Strabane.	The Endowments of and belonging to Congregations under the care of the Presbytery of Strabane.	Jan. 31,	Aug. 21,	Sep. 6,	1893. Nov. 14,	1894. Jan. 24.
170	Tyrone,	Castlederg;	The Edwards Endowment, Castlederg,	Jan. 31,	Nov. 11,	Nov. 16,	1894. Jan. 24, 1893.	April 13, 1893.
171	Dublin City,	—	The Alexandra College and Alexandra School—Amending Scheme.	Jan. 31,	June 19,	June 26,	Aug. 28,	Nov. 6,
172	—	Presbytery of Coleraine.	The Endowments of and belonging to Congregations under the care of the Presbytery of Coleraine (*Consent Scheme*).	Feb. 28,	Dec. 2,	Dec. 4,	1894. Oct. 26,	1895. —
173	Belfast City,	—	The Belfast Natural History and Philosophical Society—Amending Scheme.	Feb. 28,	June 19,	June 26,	1893. Aug. 28,	1893. Nov. 6.
174	—	—	The Parochial Schools of the Diocese of Armagh—Amending Scheme.	Feb. 28,	July 31,	Aug. 2,	Oct. 26,	1894. Jan. 24.
175	Cork,	Baltimore,	The Baltimore Fishery School—Amending Scheme.	Feb. 28,	June 19,	June 26,	Aug. 28,	1893. Nov. 6.
176	Dublin,	Swords,	The Swords Borough Schools — Amending Scheme.	Feb. 28,	June 19,	June 26,	Aug. 28,	Nov. 6.
177	Dublin City,	—	The Methodist Female Orphan School — Amending Scheme.	Feb. 28,	July 17,	July 21,	Sep. 30,	Dec. 23.
178	—	Presbytery of Omagh.	The Endowments of and belonging to Congregations under the care of the Presbytery of Omagh (*Consent Scheme*).	Feb. 28,	Dec. 2,	Dec. 4,	1894. Feb. 24,	1894. May 20.
179	—	Presbytery of Donegal.	The Endowments of and belonging to Congregations under the care of the Presbytery of Donegal (*Consent Scheme*).	Feb. 28,	Nov. 11,	Nov. 16,	1894. Jan. 24,	April 13.
180	Galway,	—	Parsons Persse's Endowment,	Feb. 28,	1894. Aug. 20,	1894. Aug. 21,	Oct. 26,	—
181	Dublin City,		Morgan's School, Castleknock — Amending Scheme.	Mar. 18,	1893. July 17,	1893. July 21,	1893. Sep. 30,	1893. Dec. 23
182	Belfast City,	—	The Currie School—Amending Scheme,	Mar. 18,	July 17,	July 21,	Sep. 30,	Dec. 23,
183	Carlow,	Carlow,	Browne's Apprenticeship Fund, Carlow,	Mar. 18,	Sep. 11,	Sep. 23,	1894. Jan. 24,	1894. April 13.
184	—	Presbytery of Banbridge.	The Endowments of and belonging to Congregations under the care of the Presbytery of Banbridge—*Consent* Amending Scheme.	Mar. 18,	Nov. 11,	Nov. 16,	Jan. 24,	April 13.
185	—	Presbytery of Dublin.	The Endowments of and belonging to Congregations under the care of the Presbytery of Dublin—*Consent* Amending Scheme.	Mar. 18,	July 31,	Aug. 2,	1893. Oct. 26,	Jan. 24.
186	—	Presbytery of Rathfriland.	The Endowments of and belonging to Congregations under the care of the Presbytery of Rathfriland (*Consent Scheme*).	Mar. 18,	Dec. 2,	Dec. 4,	1894. Aug. 27.	Nov. 3.
187	—	Diocese of Raphoe,	The Robertson Endowments, and other Endowments in the Diocese of Raphoe—*Consent* Amending Scheme.	Mar. 18,	July 31,	Aug. 2,	1893. Oct. 26,	Jan. 24.

* Amalgamated with Scheme No. 147, supra.

TABLE I.—DRAFT SCHEMES already published, with the stages through which each Scheme has passed—*continued.*

Number of Scheme.	Endowment.			Draft Scheme first published.	Scheme signed by Judicial Commissioners.	Scheme first published by the Lord Lieutenant in Council	Scheme provisionally approved by Lord Lieutenant in Council.	Scheme finally approved by Lord Lieutenant in Council.
	County.	Locality.	Name.					
				1893.	1893.	1893.	1893.	1894.
188	Meath, .	—	The Cusack Apprenticeship Fund, Athboy, .	Mar. 18,	Oct. 2,	Oct. 6,	Dec. 23,	Mar. 19.
189	Waterford, .	Waterford, .	The Mason Blue School, Lady-lane, Waterford.	Mar. 18,	Oct. 2,	Oct. 6,	Dec. 23, 1894. Remitted	Mar. 19.
190	Wicklow, .	Baltinglass, .	The Stratford Lodge Schools, Baltinglass, .	Mar. 18,	Nov. 11, 1894.	Nov. 16, 1894.	June 26, 1894.	— 1894.
	,,	,,	*The Stratford Lodge Schools, Baltinglass (Amended Scheme).*	--	July 31, 1893.	Aug. 7, 1893.	Oct. 26, 1894.	—
191	—	Presbytery of Armagh.	The Endowments of and belonging to Congregations under the care of the Presbytery of Armagh (*Consent Scheme*).	Mar. 30,	Dec. 2. 1894.	Dec. 4, 1894.	Feb. 24, 1894.	May 20. 1895.
*192	Antrim, .	Glenarm, .	The Glenarm Parochial School, co. Antrim, .	Mar. 30,	— 1893.	— 1893.	— Remitted.	—
193	Dublin, .	Dublin, .	Church of Ireland Training College and Kildare-place Society — *Consent* Amending Scheme.	Mar. 30,	July 31,	Aug. 2,	Oct. 28, 1894.	— 1894.
			Church of Ireland Training College, and Kildare-place Society—Amending Scheme, (Amended).	—	Nov. 11,	Nov. 16,	Jan. 24, 1893.	April 13.
194	Down, .	Holywood, .	The Sullivan Schools, Holywood—Amending Scheme.	Mar. 30,	July 31,	Aug. 2,	Oct. 26, 1894.	Jan. 24. 1895.
195	Tyrone, .	Crilly, . .	The Pettigrew Endowment, Parish of Aghaloo.	April 29,	Nov. 11,	Nov. 16,	—	—
*196	—	Presbytery of Down.	The Endowments of and belonging to Congregations under the care of the Presbytery of Down (*Consent Scheme*).	April 29,	Sept. 11,	Sept. 23,	Remitted. July 26. 1894.	— 1894.
197	Dublin, .	Dublin, .	The School for educating Daughters of the Irish Clergy (*Consent Scheme*).	April 29,	Dec. 2, 1894.	Dec. 4, 1894.	Feb. 24,	May 20.
198	Antrim, .	Connor, .	The Cromkill National School, Connor, .	April 29,	Aug. 20, 1893.	Aug. 21, 1893.	Dec. 18,	—
199	—	Presbytery of Belfast.	The Endowments of and belonging to Congregations under the care of the Presbytery of Belfast (*Consent Scheme*).	April 29,	Dec. 2,	Dec. 4,	Feb. 24,	May 20.
200	Dublin .	Dublin, .	The Damer Schools, in connexion with the Unitarian Congregation of St. Stephen's-green, Dublin (*Consent Scheme*).	April 29,	Nov. 11,	Nov. 16,	May 20, 1893.	July 26.
201	Antrim, .	Belfast, .	The Brown-street Sunday and Daily Schools, Belfast—Amending Scheme.	April 29,	July 31,	Aug. 2,	Oct. 26,	Jan. 24.
202	Down, . .	—	Joseph Brown's Endowment, co. Down—Amending Scheme.	May 31,	Sept. 11,	Sept. 23,	Dec. 23,	Mar. 19.
203	Down. .	Greyabbey, .	The Tullycavey School and the Allen Endowment, Greyabbey.	May 31,	1894. Oct. 29,	1894. —	1894. —	1895. —
204	Antrim, .	Larne, .	The Kirkpatrick Endowments, Larne (*Consent Scheme*).	May 31,	Dec. 18, 1893.	— 1893.	—	— 1894.
205	Armagh, .	Mullabrack, .	The Cabragh School and M'Creight Endowment.	May 31,	Dec. 2,	Dec. 4,	Feb. 23,	May 20.
206	Various, .	—	The North East Agricultural Association, .	July 4,	Dec. 2,	Dec. 4,	Feb. 23,	May 20.
207	—	Presbytery of Athlone.	The Endowments of and belonging to Congregations under the care of the Presbytery of Athlone (*Consent Scheme*).	July 4,	Nov. 11,	Nov. 16,	Jan. 24,	April 13.
208	Dublin, .	Dublin, .	St. Peter's Schools, and Leeson street Infant School, Dublin—*Consent* Amending Scheme.	Aug. 14,	Nov. 11,	Nov. 16,	Jan. 24.	April 13.
209	—	Diocese of Meath.	The Parochial Schools of the Diocese of Meath, and other Endowments in the said Diocese; and the Ardkeenan Endowment for the Protestant Poor of Athlone—Amending Scheme.	Aug. 14,	1894. Jan. 29,	1894. Feb. 3,	April 13,	July 26.
210	All Ireland.		The Incorporated Society for promoting Protestant Schools in Ireland.	Aug. 14,	Jan. 29.	Feb. 3,	May 20, 1895.	July 26. 1895.
211	Londonderry,	Londonderry,	Gwyn's Charitable Institution and Joseph Young's Charity—Amending Scheme.	Aug. 14,	Dec. 18, 1893.	— 1893.	— 1894.	— 1894.
212	—	Presbytery of Dromore.	The Endowments of and belonging to Congregations under the care of the Presbytery of Dromore—*Consent* Amending Scheme.	Aug. 14,	Nov. 11, 1894.	Nov. 16, 1894.	Jan. 24,	July 26.
213	—	Presbytery of Derry.	The Endowments of and belonging to Congregations under the care of the Presbytery of Derry—*Consent* Amending Scheme.	Oct. 7,	Jan. 29,	Feb. 3,	April 13,	July 26.
214	—	Dioceses of Down, and Connor, and Dromore.	The Parochial Schools of the Diocese of Down, and Connor, and Dromore—*Consent* Amending Scheme.	Oct. 7,	Aug. 20,	Aug. 21,	Oct. 26,	— 1895.
*215	Monaghan, .	Monaghan, .	The Jackson Endowments, Monaghan, .	Oct. 7,	—	—	—	— 1894.
216	—	Presbytery of Raphoe.	The Endowments of and belonging to Congregations under the care of the Presbytery of Raphoe—*Consent* Amending Scheme.	Oct. 7,	Aug. 20,	Aug. 21,	Oct. 26.	—
217	—	Dioceses of Cork, Cloyne, and Ross.	The Parochial Schools of the Diocese of Cork, Cloyne, and Ross—Further Amending Scheme.	1894. April 16.	Aug. 20,	Aug. 21.	Oct. 26,	— 1895.
218	Tipperary, .	Clonmel, .	The Clonmel Parochial Endowments (*Consent Scheme*).	April 16,	Aug. 20,	Aug. 21,	Oct. 26,	—
219	Dublin City,	—	The Parochial Schools of St. Nicholas Without, and St. Luke, Dublin (*Consent Scheme*).	Aug. 20,	Dec. 18,	—	—	—

* These Schemes have been dropped.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published, with the estimated Income of these Institutions from fees, subscriptions, and other sources.

No. of Scheme.	Endowment. County.	Locality.	Name.	Valuation of School Premises.	Annual Income of Endowment. From Houses and Lands.	From Trust Funds.	Yearly Income from Fees, Subscriptions and other Sources.	Total Amount of the Property to be administered in each year under Scheme.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Dublin, *	Swords,	Swords Old Borough Schools,	30 0 0	—	721 16 0	—	1,244 7 4
			Swords New Borough Schools,	15 0 0	—		477 11 4	
2	„ *	Dublin,	Church of Ireland Training College.	175 0 0	—	72 16 0	6,500 0 0	6,747 16 0
3	„ *	Castleknock	Morgan's School,	32 0 0	756 8 7	6 1 0	—	794 9 7
			Mercer's School (*declared exempt*),	—	—	—	—	—
4	„ *	Dublin,	Methodist Female Orphan School,	38 0 0	—	111 10 0	139 12 0	289 2 0
5	„	Raheny,	Raheny Parochial School,	14 0 0	—	—	—	37 4 7
		Coolock,	Coolock Parochial School,	14 4 7	—	9 0 0	—	
6	„ *	Dublin,	Ormond-quay Presbyterian Church Endowments.	83 0 0	220 4 5	114 2 6	35 19 4	453 6 3
7	Antrim, *	Belfast,	Stanhope-street Schools,	50 0 0	100 0 0	—	245 3 4	395 3 4
8	*	„	Ulster Society for the Education of the Deaf and Dumb and the Blind.	460 0 0	—	1,013 8 1	2,371 13 1	3,845 1 2
9	Dublin, *	Dublin,	St. Patrick's Cathedral Choristers' School.	10 0 0	—	—	250 0 0	400 8 0
			St. Patrick's Deanery Schools,	15 0 0	—	—	—	
			Knight's Endowed School,	35 0 0	70 8 0	—	—	
			Neary Mahon Endowment,	—	20 0 0	—	—	
10	„ *	„	Alexandra College,	288 0 0	150 0 0	—	2,443 14 10	5,098 8 5
			Alexandra School,	—	—	—	2,216 13 7	
11	Antrim, *	Belfast,	Currie School,	32 0 0	10 0 0	21 15 0	591 7 7	655 2 7
12	Dublin, *	Dublin,	Hibernian Marine Society,	120 0 0	458 17 11	949 15 8	39 15 6	1,568 9 1
13	Armagh, *	Lurgan,	Watts's Endowed School,	99 5 0	—	381 0 0	350 0 0	830 5 0
14	Dublin, *	Claremont,	National Association for the Education of the Deaf and Dumb.	164 0 0	186 0 0	384 0 0	904 0 0	1,638 0 0
15	Antrim, *	Belfast,	Royal Belfast Academical Institution.	260 0 0	311 0 9	180 15 9	†79 14 2	831 10 8
16	„ *	„	Methodist College,	†682 0 0	714 10 0	749 2 8	5,495 11 3	7,641 3 11
17	Donegal, *	Lifford,	Prior School,	61 0 0	—	424 18 10	116 15 2	703 18 0
			Hansard School,	17 0 0	10 0 0	46 3 1	6 6 5	
			Blackrock School,	3 10 0	—	17 10 0	0 14 6	
18	Dublin, *	Dublin,	Merchant Tailors' School,	70 0 0	228 0 0	15 0 0	—	313 0 0
19	Monaghan, *	Monaghan,	Collegiate School,	60 0 0	—	—	265 0 0	325 0 0
20	Londonderry	Coleraine,	Academical Institution,	137 0 0	—	60 0 0	1,340 0 0	1,537 0 0
21	Antrim, *	Lisburn,	Nicholson Endowment,	11 0 0	—	6 0 0	—	17 0 0
22	„ *	Belfast,	Ladies' Industrial School,	120 0 0	70 0 0	75 0 0	296 0 0	561 0 0
23	Londonderry	Londonderry,	Magee College,	226 0 0	—	1,643 0 0	857 0 0	2,726 0 0
24	„ *	„	Gwyn's Charitable Institution,	250 0 0	69 19 8	1,621 18 1	—	2,751 1 0
			Young Endowment,	—	—	‡809 3 9	—	
25	„ *	„	Creggan School,	32 10 0	—	—	—	32 10 0
26	Dublin, *	Dublin,	Dublin Working Boys' Home,	40 0 0	—	—	872 0 0	1,328 4 0
			Harding Endowment,	—	—	§416 0 0	—	
27	„	„	Bertrand Female Orphan School,	60 0 0	654 0 0	14 0 0	—	728 0 0
28	Antrim, *	Belfast,	Belfast Academy,	260 0 0	70 0 0	—	1,600 0 0	2,430 0 0
29	Dublin, *	Dublin,	Phibsborough Sunday and Daily Schools.	20 0 0	2 3 1	103 11 0	5 0 0	130 14 1
30	Cavan, *	Tullyvin,	Tullyvin and Benbawn Schools,	10 10 0	—	272 13 7	—	283 3 7
31	Fermanagh, *	Lisnaskea,	Moat School,	10 0 0	23 6 8	—	40 2 0	73 8 8
			Carried forward,	4,004 19 7	4,624 19 1	10,240 1 0	27,639 14 1	46,509 13 9

* Exclusive of School Fees which do not come into the hands of the Governing Body, but are paid directly to the Masters.
† Exclusive of M'Arthur Endowment of £10,000 for Residence Hall.
‡ Exclusive of reversionary Endowment not yet fallen into possession.
§ £156 a year will be available when a life aged 36 drops, and a further sum of £12 a year when a life aged 75 drops.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published, with the estimated Income of these Institutions from fees, subscriptions, and other sources —*continued.*

No. of Scheme.	Endowment. County.	Locality.	Name.	Valuation of School Premises.	Annual Income of Endowment From Houses and Lands.	Annual Income of Endowment From Trust Funds.	Yearly Income from Fees, Subscriptions and other Sources.	Total Amount of the Property to be administered in each year under Scheme.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
			Brought forward,	4,004 19 7	4,624 19 1	10,240 1 0	27,639 14 1	46,509 13 9
32	Dublin,	Dublin,	St. Peter's Schools,	38 0 0	176 17 0	22 12 9	246 6 3	663 16 6
			Mrs. Wray's School,	—	—	180 0 0		
33	Londonderry,	Coleraine,	Laurel Hill School,	3 0 0	50 0 0		—	53 0 0
34	Armagh,	Armagh,	Royal School,	295 0 0	1,474 9 3	56 2 10	*—	7,956 2 11
	Tyrone,	Dungannon,	Royal School,	171 0 0	1,889 8 6	56 6 2	*—	
	Fermanagh,	Enniskillen,	Royal School,	283 0 0	2,470 15 8	249 7 7	*—	
	Cavan,	Cavan,	Royal School,	98 10 0	297 16 8	96 18 8	*—	
	Donegal,	Raphoe,	Royal School,	76 0 0	441 7 7	—	*—	
35	Donegal,	—	The Robertson Endowments,	75 0 0	—	437 9 6	—	512 9 6
36	Armagh,	Lurgan,	Queen-street National School,	40 0 0	—	—	40 0 0	80 0 0
37	Cork,	Cork,	High School for Girls,	48 0 0	—	—	1,120 0 0	1,168 0 0
38	„	Baltimore,	The Baltimore Fishery School,	40 0 0	—	—	1,267 0 0	1,307 0 0
39	Dublin,	Dublin,	The Royal Irish Academy of Music.	105 0 0	30 0 0	200 7 11	2,376 10 6	3,191 14 5
			The Coulson Endowment,	—	—	479 16 0	—	
40	Londonderry,	Londonderry,	Londonderry Acad. Institution,	131 0 0	—	—	†1,214 0 0	1,345 0 0
41		Whole of Ireland.	The Church of Ireland Victoria Jubilee Fund.	—	--	308 17 5	—	308 17 5
42	Limerick,	Limerick,	Villiers' Charitable Institutions,	171 0 0	292 19 1	771 8 0	*—	1,235 7 1
43	Antrim,	Ballymena,	Guy's Free School,	60 0 0	—	64 6 0	—	124 6 0
44	„	„	The Ballymena Academy,	55 0 0	—	‡—	50 0 0	105 0 0
45	Tipperary,	Clonmel,	Clonmel Endowed School,	40 0 0	544 2 2	0 2 2	—	584 4 4
46	Kilkenny,	Kilkenny,	Kilkenny College,	43 0 0	129 4 7	—	—	172 4 7
47	Cork,	Cork,	St. Finn Barr's Parochial Schools,	83 0 0	9 4 7	—	*—	3,809 16 0
			St. Luke's Parochial Schools,	9 0 0	—		150 0 0	
			St. Mary Shandon Parochial School.	40 0 0	—	61 8 0	11 0 0	
			St. Nicholas' Parochial and Industrial Schools.	55 0 0	—	171 11 6	1,601 13 10	
			St. Peter's Parochial Schools,	22 10 0	90 13 6	105 18 7	*—	
			Christ Church Parochial Schools,	50 0 0	12 0 0	8 0 0	67 18 0	
			Green Coat Hospital,	§30 0 0	128 0 0	4 13 0	*—	
			Grammar School,	55 0 0	—	—	600 0 0	
			Brettridge's Charity,	229 10 0	145 0 0	77 15 0	—	
48	Londonderry,	Magherafelt,	Rainey's School,	§30 0 0	161 10 9	—	25 0 0	216 10 9
49	Kilkenny,	Thomastown,	Parochial School,	4 15 0	—	6 4 9	30 3 0	41 2 9
50	Armagh,	Armagh,	The Drelincourt School,	35 0 0	211 15 4	—	—	371 6 9
			The Mall School,	30 0 0	55 7 9	—	15 0 0	
			The Callan-street Schools,	9 0 0	—	—	—	
			Primate Robinson's Loan Fund,	—	—	15 3 8	—	
51	Down,	Holywood,	The Sullivan Schools,	60 0 0	—	443 9 5	592 0 0	1,095 9 5
52	Cork,	Cork,	The Rochelle Seminary,	100 0 0	—	64 12 4	1,269 4 2	1,433 16 6
			Carried forward,	6,620 4 7	13,235 11 6	14,102 12 3	38,315 9 10	72,273 18 2

* The School Fees do not come into the hands of the Governing Body, but are paid directly to the masters.
† The fees are paid directly to the masters, with the exception of the fees for Modern Languages, which are received by the Secretary, who pays £50 a year to the Modern Languages Master.
‡ Rev. Mr. King, the present master, holds life annuity as Diocesan Schoolmaster under Irish Church Act, 1869.
§ Estimated, the school-house not appearing in valuation books.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published with the estimated Income of these Institutions from fees, subscriptions, and other sources —*continued.*

No. of Scheme.	Endowment. County.	Locality.	Name.	Valuation of School Premises.	Annual Income of Endowment From Houses and Lands.	Annual Income of Endowment From Trust Funds.	Yearly Income from Fees, Subscriptions and other Sources.	Total Amount of the Property to be administered in each year under Scheme.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
			Brought forward, .	6,620 4 7	13,235 11 6	14,102 12 3	38,315 9 10	72,273 18 2
53	Waterford, .	Waterford, .	Stephen-street School, . .	23 0 0	—	—	—	23 0 0
54	Limerick, .	Limerick, .	Roxborough-road School, .		[Scheme dropped.]			
55		Diocese of Meath.	The Parochial Schools of the Diocese of Meath.	270 0 0	54 14 6	126 13 6	‡1,800 0 0	2,686 11 5
			The Preston School, Navan, .	‡60 0 0	262 0 10	113 2 7	*—	
56	Meath, . .	Oldcastle, .	The Gilson Schools, . .	75 0 0	—	763 4 0	636 17 0	1,475 1 0
57	Kildare,	Clane, .	Hewetson's School, . .	‡75 0 0	294 18 6	14 9 4	50 0 0	434 7 10
58			The Presbyterian Orphan Society of Ireland.	50 0 0	30 0 0	1,660 0 0	11,206 3 0	12,946 3 0
59	Tipperary, .	Cashel, .	Cashel Corporation School Endowments.	34 5 0	180 0 0	—	—	214 5 0
60	,,	,,	Cashel Deanery Schools, .	10 0 0	37 3 8	30 13 10	5 0 0	82 17 6
61	Antrim, .	Larne, . .	Larne Grammar School, .		[Scheme dropped.]			
62	Cork, .	—	The Munster Dairy School and Agricultural Institute.	414 15 0	—	16 3 3	†701 13 0	132 11 3
63	Down, .	Ballymacarrett	The Ledley School Endowments,	—	—	27 7 10	—	27 7 10
64		Presbytery of Dublin.	The Endowments of and belonging to Congregations under the care of the Presbytery of Dublin.	60 0 0	—	60 8 2	—	120 8 2
65	Cork, .	Cork, . .	St. Stephen's Hospital, . .	40 0 0	422 11 10	22 0 0	—	484 11 10
66		Dioceses of Cork, Cloyne, and Ross.	The Parochial Schools of the Dioceses of Cork, Cloyne, and Ross.	‡420 0 0	40 0 0	116 7 10	‡3,000 0 0	3,825 8 8
			Bishop Crowe's School, Cloyne, .	10 0 0	225 0 10	14 0 0	*—	
67	Cork, . .	Kinsale, .	The Southwell School Endowment.	2 10 0	32 0 0	.	—	34 10 0
68	Westmeath, .	Rochfort Bridge.	The Shiel Charity, . .	5 15 0	40 0 0	—	225 5 6	271 0 6
69	Roscommon,	Elphin, .	Bishop Hodson's Grammar School.	5 0 0	203 0 0	—	65 0 0	273 0 0
70			The Orphan Society of the Association of Irish Non-Subscribing Presbyterians and other Free Christians.	—	—	38 10 0	324 8 10	362 81 10
71	Tyrone, .	Strabane, .	The Strabane Academy, . .	30 0 0	—	—	*—	30 0 0
72			The Sabbath School Society for Ireland in connection with the Presbyterian Church.	—	—	91 17 4	595 18 6	687 15 10
73		Diocese of Ferns.	The Parochial Schools of the Diocese of Ferns.	‡170 0 0	23 0 0	55 12 6	1,244 6 0	1,492 18 6
74	Down, .	Down-patrick.	The Southwell Charity, . .	120 0 0	11 0 0	233 15 0	—	439 15 0
			The Parochial Schools, . .	25 0 0	—	—	*50 0 0	
75		Presbytery of Ballybay.	The Endowments of and belonging to Congregations under the care of the Presbytery of Ballybay.	‡30 0 0	—	—	‡450 0 0	480 0 0
76		Diocese of Limerick.	The Parochial Schools of the Diocese of Limerick.	‡40 0 0	35 0 0	112 1 1	‡300 0 0	487 1 1
77		Diocese of Leighlin.	The Parochial Schools of the Diocese of Leighlin.	‡100 0 0	2 0 0	8 18 6	321 16 9	432 15 3
			Carried forward, .	8,690 9 7	15,128 1 8	17,607 17 0	59,291 18 5	100,718 6 8

* The School Fees do not come into the hands of the Governing Body, but are paid directly to the masters.
† This does not include farm produce.
‡ Estimated.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published, with the estimated Income of these Institutions from fees, subscriptions, and other sources —*continued.*

No. of Scheme.	Endowment.			Valuation of School Premises.	Annual Income of Endowment		Yearly Income from Fees, Subscriptions and other Sources.	Total Amount of the Property to be administered in each year under Scheme.
	County.	Locality.	Name.		From Houses and Lands.	From Trust Funds.		
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
			Brought forward, .	8,690 9 7	15,128 1 8	17,607 17 0	59,291 18 5	100,718 6 8
78		Presbytery of Banbridge.	The Endowments of and belonging to Congregations under the care of the Presbytery of Banbridge.	50 0 0	26 10 0	—	66 10 0	143 0 0
79	Down, . .	The Ards, .	Joseph Brown's Endowment. .	—	77 10 6	137 15 0	—	215 5 6
80	„ . .	Anahilt, .	The Anahilt Endowed School, .	11 10 0	—	37 16 6	—	49 6 6
81	Carlow, .	Rathvilly, .	D'Israeli's School, . .	23 0 0	—	95 15 10	*—	118 15 10
82	Down, . .	Donaghadee,	Mount Alexander School, .	13 0 0	—	18 9 3	59 11 4	180 14 1
			Admiral Leslie's Free School, .	†12 0 0	—	31 8 0	46 5 6	
83		Presbytery of Ballymena.	The Endowments of and belonging to Congregations under the care of the Presbytery of Ballymena.	†25 0 0	—	—	†900 0 0	925 0 0
84		Presbytery of Newry.	The Endowments of and belonging to Congregations under the care of the Presbytery of Newry.	16 16 0	—	—	†100 0 0	116 16 0
85	Wicklow, .	Carysfort, .	The Carysfort Royal School Endowment.	13 0 0	146 19 6	35 3 0	—	195 2 6
86	Westmeath, .	— .	Arthur Smith's Charity, . .	—	100 0 0	—	—	100 0 0
87	Kildare, .	Ballysax, .	Parochial School, . . .	1 15 0	—	6 6 9	—	8 1 9
88		Diocese of Armagh.	The Parochial Schools of the Diocese of Armagh	†300 0 0	—	—	*—	300 0 0
89		Dioceses of Down, Connor, and Dromore.	†The Parochial Schools of the Dioceses of Down, Connor, and Dromore.	†289 2 6	†27 0 0	†33 4 0	†840 3 9	1,189 10 3
90	—	—	The Diocesan Schools Endowments.	30 0 0	20 0 0	42 4 3	—	252 4 3
	‡King's, . .	Banagher, .	Banagher Royal School Endowment.	—	‡150 0 0	—	—	
91	Fermanagh, . Londonderry, Roscommon,	—	The Anne Hall Endowments, .	2 10 0	—	129 7 6	—	131 17 6
92	Antrim, .	Belfast, .	The Belfast Library and Society for promoting Knowledge.	—	—	—	714 4 3	714 4 3
93		Diocese of Ardagh.	The Parochial Schools of the Diocese of Ardagh.	24 15 0	3 6 0	—	276 19 0	305 0 0
94	Limerick, .	Limerick, .	The Limerick Endowment for Technical Education.	§3 0 0	—	190 0 0	—	193 0 0
95	„ .	„ .	The Leamy Endowment, .	100 0 0	—	286 7 3	—	386 7 3
96		Diocese of Clogher.	The Parochial Schools of the Diocese of Clogher.	†100 0 0	20 0 0	16 15 7	*—	136 15 7
97		Presbytery of Carrickfergus.	The Endowments of and belonging to Congregations under the care of the Presbytery of Carrickfergus.	20 10 0	—	—	831 4 5	851 14 5
98	Antrim, .	Belfast,	Hugh Henry Boyd's Endowment,	—	254 7 6	195 6 8	—	449 14 2
99	Down, . .	Bangor, .	Bangor Endowed School, .	24 0 0	—	55 13 0	—	79 13 0
100	Wexford, . .	Wexford, .	The Tate School, . . .	44 0 0	—	214 2 0	26 8 5	284 10 5
101	Antrim,	Belfast, .	Brown Street Sunday and Daily Schools, Belfast.	72 4 0	12 0 0	—	138 0 0	222 4 0
102		Diocese of Derry.	†The Parochial Schools of the Diocese of Derry.	†50 0 0	—	—	†50 0 0	†100 0 0
			Carried forward, .	9,916 12 1	15,965 15 2	19,133 11 7	63,341 5 1	108,357 3 11

* The School Fees do not come into the hands of the Governing Body, but are paid directly to the masters.
† Estimated.
‡ Endowment at present applied in payment of a debt to the Treasury.
§ Estimated value of Mungret Female National School.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published, with the estimated Income of these Institutions from fees, subscriptions, and other sources —*continued.*

No. of Scheme.	Endowment.			Valuation of School Premises.	Annual Income of Endowment		Yearly Income from Fees, Subscriptions and other Sources.	Total Amount of the Property to be administered in each year under Scheme.
	County.	Locality.	Name.		From Houses and Lands.	From Trust Funds.		
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
			Brought forward, . .	9,916 12 1	15,965 15 2	19,133 11 7	63,341 5 1	108,357 3 11
103		The Route Presbytery.	‡The Endowments of and belonging to Congregations under the care of the Route Presbytery.	‡100 0 0	—	—	100 0 0	‡200 0 0
104		Dioceses of Killala and Achonry.	‡The Parochial Schools of the Dioceses of Killala and Achonry.	‡80 0 0	—	—	‡70 0 0	‡150 0 0
105	Cork, . .	Midleton, .	Midleton Endowed School, .	60 0 0	187 5 4	30 19 9	—	278 5 1
106	Wexford, .	New Ross, .	John Ivory's School, . . .	32 7 5	33 0 0	—	*—	65 7 5
107	Down, . .	Killinchy, .	The Killinchy Schools, . .	†10 0 0	14 18 0	—	*—	24 18 0
108		Diocese of Kilmore.	The Parochial Schools of the Diocese of Kilmore.	—	—	—	—	—
109	Cork, . .	Kinsale, .	† The Southwell School Endowment, Kinsale (Supplemental Scheme).	—	—	—	—	—
110	Cork, . .	Clondrohid, .	The Crofton Endowments, . .	3 0 0	40 0 0	—	—	43 0 0
111	Queen's,	—	The Preston Endowment for Ballyroan.	38 9 2	187 3 5	91 13 7	—	317 6 2
112	Antrim, .	Belfast,	The Endowments of and belonging to Townsend Street Presbyterian Church.	124 0 0	85 5 0	—	218 3 3	851 9 3
			The Henry Martyn Johnston Charity.	—	—	423 11 0	—	
113	Wexford, .	—	The Urith Paul Endowment, .	7 10 0	9 4 7	168 3 2	—	184 17 9
114	Longford, .	Newtownforbes.	The Lisnaboe Endowed School,	26 0 0	55 7 8	40 0 0	—	121 7 8
115		Presbytery of Connaught.	The Endowments of and belonging to Congregations under the care of the Presbytery of Connaught.	68 10 0	22 0 0	—	189 0 0	279 10 0
116		Presbytery of Ards.	‡The Endowments of and belonging to Congregations under the care of the Presbytery of Ards.	—	6 18 0	10 6 4	—	17 4 4
117	Louth, .	—	The Leigh Charity, . . .	—	63 1 9	—	—	63 1 9
118	Antrim .	Belfast, .	The Belfast Natural History and Philosophical Society.	130 0 0	45 17 0	19 10 1	215 16 5	411 3 6
119		Presbytery of Cavan.	‡The Endowments of and belonging to Congregations under the care of the Presbytery of Cavan.	‡60 0 0	—	—	100 0 0	160 0 0
120		Presbytery of Tyrone.	The Endowments of and belonging to Congregations under the care of the Presbytery of Tyrone.	49 5 0	—	—	835 8 1	884 13 1
121	Dublin, .	Dublin, .	The General Orphan Home Endowments.	—	27 0 9	20 10 2	—	47 10 11
122	Antrim, .	Parish of Ramoan.	John Sharp's Endowment, Ballycastle.	—	—	7 13 6	—	7 13 6
123	Cork and Limerick.	Charleville, ,	The Charleville Endowment, .	—	36 18 5	—	—	36 18 5
124	Dublin, .	Dublin, .	The Catholic University School of Medicine.	55 0 0	—	104 8 0	*—	159 8 0
125	Meath and Longford.	—	The Charlton Charity, . .	—	400 0 0	240 0 0	—	640 0 0
126		Presbytery of Clogher.	The Endowments of and belonging to Congregations under the care of the Presbytery of Clogher.	11 0 0	192 2 0	61 11 5	34 18 4	299 11 9
127		Diocese of Ossory.	‡ The Parochial Schools of the Diocese of Ossory.	‡100 0 0	—	—	‡120 0 0	220 0 0
128	Galway, .	Eyrecourt, .	The Banks Endowment, . .	4 12 0	—	12 2 2	—	16 14 2
129	Down, .	Parishes of Killough & Ballyculter.	The Hon. Michael Ward's Endowment.	—	73 8 4	24 12 8	—	98 1 0
130		Diocese of Elphin.	The Parochial Schools of the Diocese of Elphin.		[Scheme dropped.]			—
			Carried forward, . .	10,876 5 8	17,445 5 5	20,388 13 5	65,224 11 2	113,934 15 8

* The School Fees do not come into the hands of the Governing Body, but are paid directly to the masters.
† Particulars given at Scheme No. 67.
‡ Estimated.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published, with the estimated Income of these Institutions from fees, subscriptions, and other sources —*continued.*

No. of Scheme.	Endowment. County.	Locality.	Name.	Valuation of School Premises,	Annual Income of Endowment From Houses and Lands.	Annual Income of Endowment From Trust Funds.	Yearly Income from Fees, Subscriptions and others Sources.	Total Amount of the Property to be administered in each year under Scheme.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
			Brought forward, .	10,876 5 8	17,445 5 5	20,388 13 5	65,224 11 2	113,934 15 8
131	Kildare, .	Kilmeague, .	The Kilmeague School and Perceval Endowment.	10 0 0	—	34 10 4	5 6 0	49 16 4
132		Presbytery of Dromore.	The Endowments of and belonging to Congregations under the care of the Presbytery of Dromore.	52 3 0	—	—	135 0 0	187 3 0
133		Presbytery of Derry.	*The Endowments of and belonging to Congregations under the care of the Presbytery of Derry.	—	—	—	*	—
134	Galway, .	Loughrea, .	‖ The Lyons Endowment, .	‖100 0 0	‖100 0 0	—	—	200 0 0
135		Diocese of Tuam.	The Parochial Schools of the Diocese of Tuam.	56 10 0	2 10 0	14 18 0	15 0 0	88 18 0
136	Roscommon,	Castleres, .	The Sandford Endowment, .	—	—	16 3 2	—	16 3 2
137		Presbytery of Comber.	The Endowments of and belonging to Congregations under the care of the Presbytery of Comber.	‖ 100 0 0	—	—	52 0 6	152 0 6
138	Armagh, .	Armagh, .	† The Drelincourt Mall and Callan-street Schools, Armagh, and Primate Robinson's Armagh Loan Fund (Supplemental Scheme).	—	—	—	—	—
139		Presbytery of Cork.	The Endowments of and belonging to Congregations under the care of the Presbytery of Cork.	161 16 1	3 15 0	20 0 0	—	185 11 1
140	Londonderry,	Coleraine, .	‡ The Coleraine Academical Institution (Supplemental Scheme).	—	—	—	—	—
142		Cork City and Diocese of Cork, Cloyne and Ross.	§ The City of Cork Parochial Schools, and Cork, Cloyne, and Ross, Parochial Schools (Supplemental Scheme).	—	—	—	—	—
143	Louth, .	Dundalk, ,	The Viscount Limerick's Endowment.	—	46 3 1	‖ 8 5 0	—	54 8 1
144	—	—	The Erasmus Smith Endowments.			[Scheme dropped.]		
145	Antrim, .	Ballymoney,	The Cramsie Endowment, .	—	—	7 15 0	—	7 15 0
146	Londonderry,	Londonderry,	The Endowments of and belonging to the First Derry Presbyterian Church, in the City of Londonderry,	—	—	—	272 0 0	272 0 0
147		Dioceses of Dublin, Glendalough and Kildare.	The Parochial Schools of the United Dioceses of Dublin, Glendalough, and Kildare.	‖580 0 0	638 1 8	497 11 6	3,446 6 8	5,161 19 10
148	Kilkenny, .	Kilkenny, .	The Kilkenny Subscription School.	—	—	37 0 8	—	37 0 8
149	Dublin, .	Ringsend, .	ℙ The Pembroke Technical School,	‖100 0 0	—	—	—	100 0 0
150	Louth, .	Drogheda, .	The Drogheda Blue School, .	—	10 0 0	93 16 0	135 0 0	238 16 0
151		Presbytery of Raphoe.	The Endowments of and belonging to Congregations under the care of the Presbytery of Raphoe.	‖50 0 0	—	—	19 7 3	69 7 3
152	Antrim, .	Ballintoy, .	The Ballintoy Parochial School, .	—	—	13 17 6	—	13 17 6
153	Dublin, .	Dublin, .	The Dublin Protestant Reformatory Schools.					
154		Diocese of Clonfert.	The Madden Endowment, .	20 0 0	‖ 140 0 0	—	60 0 0	220 0 0
155	Cork, .	Newmarket,	The St. Leger Aldworth Endowment,	—	6 12 0	—	—	6 12 0
156	Leitrim,	Dromod, .	The Dromod School and Warren Endowment.	11 5 0	—	55 0 0	—	66 5 0
157		Presbytery of Letterkenny.	The Endowments of and belonging to Congregations under the care of the Presbytery of Letterkenny.		—	18 4 0	132 17 9	151 1 9
158	Dublin,	Dublin, .	The Parochial Schools of the City of Dublin and neighbourhood; the Ralph Macklin Endowment; the Griffith Endowment; and other Endowments in the City of Dublin.			[Amalgamated with Scheme 147.]		
			Total, . . .	12,117 19 9	18,392 7 2	21,205 14 7	69,497 9 4	121,213 10 10

* The School Fees do not come into the hands of the Governing Body, but are paid directly to the Teachers.
† Particulars given at Scheme, No. 50, *supra.*
‡ Particulars given at Scheme, No. 20, *supra.*
§ Particulars given at Scheme, Nos. 47 and 66, *supra.*
‖ Estimated.
ℙ Endowment £4.000 being expended in buildings.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published with the estimated Income of these Institutions from fees, subscriptions, and other sources—*continued.*

No. of Scheme.	Endowment. County.	Locality.	Name.	Valuation of School Premises.	Annual Income of Endowment. From Houses and Lands.	Annual Income of Endowment. From Trust Funds.	Yearly Income from Fees, Subscriptions and other Sources.	Total Amount of the Property to be administered in each year under Scheme.
			Brought forward, . .	£ s. d. 12,117 19 9	£ s. d. 18,392 7 2	£ s. d. 21,205 14 7	£ s. d. 69,497 9 4	£ s. d. 121,218 10 10
159	Meath, . .	—	Chetwode's Charity and Sterne's Charity.	—	27 13 10	76 0 6	—	103 14 4
160	—	Presbytery of Limavady.	The Endowments of and belonging to Congregations under the care of the Presbytery of Limavady.	1 0 0	—	—	9 0 0	10 0 0
161	Dublin, . .	Rathmines, .	Rathmines Township Sunday and Daily Schools. *Rathmines Township Sunday and Daily Schools (Amended Scheme).*	*44 0 0	—	—	116 17 6	160 17 6
162	Down, . .	Bangor, .	The M'Gowan Endowment for Ballymaconnell, Ballymullen, and Ballysallagh.	19 10 0	—	21 4 0	64 0 0	104 14 0
163	Monaghan, .	Carrickmacross.	The Viscount Weymouth School, Carrickmacross.	34 10 0	—	68 0 0	9 10 0	112 0 0
164	Queen's, .	Portarlington,	The Portarlington Endowed School.		[Included in	Scheme	147.]	
165	Antrim, .	Dungonnell,	The Dungonnell School.	2 0 0	—	—	—	2 0 0
166	—	Presbytery of Templepatrick.	*The Endowments of and belonging to Congregations under the care of the Presbytery of Templepatrick.	*50 0 0	—	328 0 0	*200 0 0	578 0 0
167	Dublin City,	—	Love's Charity and Gardiner's Charity.	—	184 0 10	388 10 0	—	522 10 0
168	—	Presbytery of Glendermot.	The Endowments of and belonging to Congregations under the care of the Presbytery of Glendermot.	480 0 0	5 0 0	—	18 0 0	503 0 0
169	—	Presbytery of Strabane.	The Endowments of and belonging to Congregations under the care of the Presbytery of Strabane.	19 0 0	—	—	—	19 0 0
170	Tyrone, .	†Castlederg, .	The Edwards Endowment, Castlederg.	*5 0 0	†27 0 0	—	—	32 0 0
171	Dublin City,	—	‡The Alexandra College and Alexandra School—Amending Scheme.	—	—	—	—	‡—
172	—	Presbytery of Coleraine.	The Endowments of and belonging to Congregations under the care of the Presbytery of Coleraine.	*101 10 0	—	—	29 10 0	131 0 0
173	Belfast City,	—	§The Belfast Natural History and Philosophical Society—Amending Scheme.	—	—	—	—	§—
174	—	—	The Parochial Schools of the Diocese of Armagh—Amending Scheme.	4 0 0	—	—	*40 0 0	44 0 0
175	Cork, . .	Baltimore, .	ℙThe Baltimore Fishery School—Amending Scheme.	—	—	—	—	ℙ—
176	Dublin, .	Swords, .	‖The Swords Borough Schools—Amending Scheme.	—	—	—	—	‖—
177	Dublin City, .	—	**The Methodist Female Orphan School—Amending Scheme.	—	—	—	—	**—
178	—	Presbytery of Omagh, .	*The Endowments of and belonging to Congregations under the care of the Presbytery of Omagh.	*40 0 0	—	—	*100 0 0	*140 0 0
179	—	Presbytery of Donegal.	The Endowments of and belonging to Congregations under the care of the Presbytery of Donegal.	119 10 0	9 10 7	12 15 0	—	141 15 7
180	Galway, .	—	Parsons Persse's Endowment, .	—	23 1 6	18 8 4	—	41 9 10
			Carried forward, . .	13,037 19 9	18,668 13 11	22,118 12 5	70,084 6 10	123,909 12 11

* Estimated.
† Income from land and trust funds.
‡ Particulars given at Scheme No. 10, *supra*.
§ Particulars given at Scheme No. 118, *supra*.
ℙ Particulars given at Scheme No. 38, *supra*.
‖ Particulars given at Scheme No. 1, *supra*.
** Particulars given at Scheme No. 4, *supra*.

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published, with the estimated Income of these Institutions from fees, subscriptions, and other sources—*continued.*

No. of Scheme.	Endowment. County.	Locality.	Name.	Valuation of School Premises.	Annual Income of Endowments From Houses and Lands.	From Trust Funds.	Yearly Income from Fees, Subscriptions and other Sources.	Total Amount of the Property to be administered in each year under Scheme.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
			Brought forward, . .	13,037 19 9	18,668 13 11	22,118 12 5	70,084 6 10	123,909 12 11
181	Dublin City,	—	*Morgan's School, Castleknock—Amending Scheme.	—	—	—	—	*—
182	Belfast City,	—	†The Currie School—Amending Scheme.	—	—	—	—	†—
183	Carlow, .	Carlow, .	Browne's Apprenticeship Fund, Carlow.	—	—	294 17 8	—	294 17 8
184	—	Presbytery of Banbridge.	The Endowments of and belonging to Congregations under the care of the Presbytery of Banbridge—Amending Scheme.	15 0 0	—	—	30 0 0	45 0 0
185	—	Presbytery of Dublin.	The Endowments of and belonging to Congregations under the care of the Presbytery of Dublin—Amending Scheme.	—	—	—	—	—
186	—	Presbytery of Rathfriland.	‡The Endowments of and belonging to Congregations under the care of the Presbytery of Rathfriland.	‡—	—	—	—	‡—
187	—	Diocese of Raphoe.	The Robertson Endowments, and other Endowments in the Diocese of Raphoe—Amending Scheme.	7 0 0	—	—	71 0 0	78 0 0
188	Meath, .	—	The Cusack Apprenticeship Fund, Athboy.	—	9 4 7	—	—	9 4 7
189	Waterford, .	Waterford, .	The Mason Blue School, Lady-lane, Waterford.	4 16 0	—	54 3 9	—	58 19 9
190	Wicklow, .	Baltinglass, .	The Stratford Lodge Schools, Baltinglass.	§32 0 0	65 0 0	—	20 0 0	107 0 0
191	—	Presbytery of Armagh.	§The Endowments of and belonging to Congregations under the care of the Presbytery of Armagh.	§95 0 0	—	—	§100 0 0	195 0 0
192	Antrim, .	Glenarm, .	The Glenarm Parochial School, co. Antrim.	[Scheme not proceeded with.]				
193	Dublin, .	Dublin, .	ℙChurch of Ireland Training College and Kildare-place Society —Amending Scheme.	—	—	—	—	ℙ—
194	Down, .	Holywood, .	‖The Sullivan Schools, Holywood —Amending Scheme.	—	—	—	—	‖—
195	Tyrone, .	Crilly, .	The Pettigrew Endowment, Parish of Aghaloo.	—	—	9 11 0	—	—
196	—	Presbytery of Down.	The Endowments of and belonging to Congregations under the care of the Presbytery of Down.	[Scheme not proceeded with.]				
197	Dublin, .	Dublin, .	The School for educating Daughters of the Irish Clergy.	120 0 0	—	91 7 0	1,939 5 4	2,150 12 4
198	Antrim, .	Connor, .	The Cromkill National School, Connor.	§3 0 0	—	—	§15 0 0	18 0 0
199	—	Presbytery of Belfast.	The Endowments of and belonging to Congregations under the care of the Presbytery of Belfast.	§299 0 0	—	14 0 0	§600 0 0	913 0 0
200	Dublin, .	Dublin, .	The Damer Schools, in connexion with the Unitarian Congregation of St. Stephen's-green, Dublin.	—	41 10 0	182 1 0	—	223 11 0
201	Antrim, .	Belfast, .	**The Brown-street Sunday and Daily Schools, Belfast — Amending Scheme.	—	—	—	—	**—
202	Down, .	—	††Joseph Brown's Endowment, co. Down—Amending Scheme.	—	—	—	—	††—
			Carried forward, .	13,613 15 9	18,784 8 6	22,764 12 10	72,859 12 2	128,022 9 3

* Particulars given at Scheme No. 3, *supra.*
† Particulars given at Scheme No. 11, *supra.*
‡ Returned as "nil."
§ Estimated.
ℙ Particulars given at Scheme No. 2, *supra*
‖ Particulars given at Scheme No. 51, *supra.*
** Particulars given at Scheme No. 101, *supra.*
†† Particulars given at Scheme No. 79, *supra.*

TABLE II.—ENDOWMENTS of the several Institutions for which Draft Schemes have been published, with the estimated Income of these Institutions from fees, subscriptions, and other sources—*continued.*

No. of Scheme.	Endowment.			Valuation of School Premises.	Annual Income of Endowment		Yearly Income from Fees, Subscriptions from other Sources.	Total Amount of the Property to be administered in each year under Scheme.
	County.	Locality.	Name.		From Houses and Lands.	From Trust Funds.		
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
			Brought forward, .	13,613 15 9	18,784 8 6	22,764 12 10	72,859 12 2	128,022 9 3
203	Down, .	Greyabbey, .	The Tullycavey School and the Allen Endowment, Greyabbey.	3 0 0	—	11 1 6	3 0 0	17 1 6
204	Antrim, .	Larne, .	The Kirkpatrick Endowments, Larne.	—	67 0 0	—	—	67 0 0
205	Armagh, .	Mullabrack, .	The Cabragh School and M'Creight Endowment.	6 0 0	46 3 1	—	25 0 0	77 3 1
206	Various, .	—	The North East Agricultural Association.	—	—	39 0 0	341 4 0	380 4 0
207	—	Presbytery of Athlone.	§The Endowments of and belonging to Congregations under the care of the Presbytery of Athlone.	§86 0 0	—	20 0 0	§48 0 0	154 0 0
208	Dublin, .	Dublin, .	St. Peter's Schools, and Leeson-street Infant School, Dublin—Amending Scheme.	10 0	—	—	34 10 0	42 0 0
209	—	Diocese of Meath.	*The Parochial Schools of the Diocese of Meath, and other Endowments in the said Diocese; and the Ardkeenan Endowment for the Protestant Poor of Athlone—Amending Scheme.	—	—	—	—	*—
210	All Ireland.		The Incorporated Society for promoting Protestant Schools in Ireland.	547 15 0	8,486 4 0	2,411 5 6	40 0 0	11,485 4 0
211	Londonderry,	Londonderry,	†Gwyn's Charitable Institution and Joseph Young's Charity—Amending Scheme.	—	—	—	—	†—
212	—	Presbytery of Dromore.	The Endowments of and belonging to Congregations under the care of the Presbytery of Dromore—Amending Scheme.	4 0 0	—	—	40 0 0	44 0 0
213	—	Presbytery of Derry.	The Endowments of and belonging to Congregations under the care of the Presbytery of Derry—Amending Scheme.	‡—	—	—	—	‡—
214	—	Dioceses of Down, and Connor, and Dromore.	The Parochial Schools of the Diocese of Down and Connor, and Dromore — Amending Scheme.	§20 0 0	—	—	100 0 0	120 0 0
215	Monaghan .	Monaghan, .	The Jackson Endowments, Monaghan.	[Scheme not proceeded with.]				
216	—	Presbytery of Raphoe.	ℙThe Endowments of and belonging to Congregations under the care of the Presbytery of Raphoe—Amending Scheme.	—	—	—	—	ℙ—
217	—	Dioceses of Cork, Cloyne, and Ross	The Parochial Schools of the Diocese of Cork, Cloyne, and Ross — Further Amending Scheme.	—	—	23 7 7	—	23 7 7
218	Tipperary, .	Clonmel, .	The Clonmel Parochial Endowments.	20 0 0	19 4 7	11 15 6	30 0 0	81 0 1
219	Dublin City,	—	Parochial Schools of St. Nicholas Without and St. Luke, Dublin.	§40 0 0	90 16 8	182 5 1	80 0 0	393 1 9
			Total, . . .	14,348 0 9	27,493 16 10	25,463 8 0	73,601 6 2	140,906 11 9

* Particulars given at Scheme No. 55, *supra.*
† Particulars given at Scheme No. 24, *supra.*
‡ Returned as "nil."
§ Estimated.
ℙ Particulars given at Scheme No 151, *supra.*

TABLE III.—A catalogue of all the Schemes which have been completed, or which are still pending, distinguishing between public Endowments, and Endowments from private sources, and classifying, as denominational, those Endowments which practically belong to a religious denomination exclusively, and as non-denominational, those which belong to more than one denomination, and distinguishing those Endowments which are intended for Intermediate, Elementary, and Special Education.

ENDOWMENTS DERIVED FROM PUBLIC SOURCES.

1. For Intermediate Education.

Scheme No. 34.—The Ulster Royal School Endowments.
Scheme No. 19.—The Monaghan Collegiate School.
Scheme No. 90.—The Diocesan School and Banagher Royal School Endowments.

2. For Elementary Education.

Schemes Nos. 1 and 176.—The Swords Borough Schools.
Scheme No. 53.—The Stephen's-street School, Waterford.
Scheme No. 85.—Carysfort Royal School Endowments.

3. For Technical, Industrial, or other Special Education.

Scheme No. 62.—The Munster Dairy School and Agricultural Institute.
Scheme No. 94.—The Limerick Endowment for Technical Education.

ENDOWMENTS DERIVED FROM PRIVATE SOURCES.

A.—DENOMINATIONAL ENDOWMENTS.

1. Connected with "The Church of Ireland."

α. For Intermediate Education.

Schemes Nos. 10 and 171.—The Alexandra College and School.
Scheme No. 45.—Kilkenny College.
Scheme No. 163.—Viscount Weymouth's Grammar School, Carrickmacross.
Scheme No. 210.—The Incorporated Society for promoting Protestant Schools in Ireland.

β.—For Elementary Education.

Scheme No. 5.—Raheny and Coolock Parochial Schools.
Scheme No. 9.—St. Patrick's Cathedral Schools.
Scheme No. 21.—The Nicholson Memorial School, Lisburn.
Scheme No. 25.—Creggan School, Londonderry.
Schemes Nos. 32 and 208.—St. Peter's Schools and Mrs. Wray's Schools, and Leeson-street Infant Schools, Dublin.
Scheme No. 49.—Thomastown Parochial School.
Schemes Nos. 50 and 138.—The Armagh Church Schools.
Scheme No. 57.—Hewetson's School, Clane.
Scheme No. 65.—St. Stephen's Hospital, Cork.
Scheme No. 87.—Ballysax Parochial School.
Scheme No. 131.—The Kilmeague School and Percival Endowment.
Scheme No. 148.—Kilkenny Subscription School.
Scheme No. 150.—Drogheda Blue School.
Scheme No. 152.—Ballintoy Parochial School.
Scheme No. 189.—The Mason Blue School, Waterford.
Scheme No. 218.—The Clonmel Parochial Endowments.
Scheme No. 219.—St. Nicholas Without and St. Luke's Parochial Schools.

γ. For Technical, Industrial, or other Special Education.

Schemes Nos. 2 and 193.—The Church of Ireland Training College.
Scheme No. 41.—The Church of Ireland Jubilee Fund.
Scheme No. 52.—Rochelle Seminary, Cork.

DENOMINATIONAL ENDOWMENTS—*continued.*

Scheme No. 117.—The Leigh Charity, Drogheda.
Scheme No. 167.—Love's Charity and Gardiner's Charity.
Scheme No. 153.—The Dublin Protestant Reformatories.
Scheme No. 159.—Chetwode's Charity and Stearne's Charity.
Scheme No. 183.—Browne's Apprenticeship Fund, Carlow.
Scheme No. 188.—The Cusack Apprenticeship Fund, Athboy.
Scheme No. 197.—The Irish Clergy Daughters School.

δ. Endowments belonging to Parochial and other Schools in connection with the following Districts and Dioceses.

Schemes Nos. 35 and 187.—Diocese of Raphoe.
Schemes Nos. 47 and 142.—The City of Cork, including the Cork Grammar School.
Schemes Nos. 55 and 209.—Diocese of Meath, including the Preston School, Navan.
Schemes Nos. 66, 142, and 217.—Dioceses of Cork, Cloyne, and Ross, exclusive of Cork City.
Scheme No. 73.—Diocese of Ferns.
Scheme No. 76.—Diocese of Limerick.
Scheme No. 77.—Diocese of Leighlin.
Schemes Nos. 88 and 174.—Diocese of Armagh.
Schemes Nos. 89 and 214.—Dioceses of Down and Connor and Dromore.
Scheme No. 93.—Diocese of Ardagh.
Scheme No. 96.—Diocese of Clogher.
Scheme No. 102.—Diocese of Derry.
Scheme No. 104.—Diocese of Killala and Achonry.
Scheme No. 108.—Diocese of Kilmore.
Scheme No. 127.—Diocese of Ossory.
Scheme No. 135.—Diocese of Tuam.
Scheme No. 147.—Diocese of Dublin, Glendalough, and Kildare.

2. Endowments connected with the Roman Catholic Church.

α. For Elementary Education.

Scheme No. 68.—The Shiel Charity, Rochfort Bridge.

β. For Special Education.

Scheme No. 86.—Arthur Smith's Charity.
Scheme No. 124.—The Catholic University School of Medicine.
Scheme No. 154.—The Madden Endowment, Clonfert.

3. Endowments connected with the Presbyterian Church in Ireland.

α. For Elementary Education.

Scheme No. 6.—The Ormond Quay Church Endowments.
Schemes No. 101 and 201.—The Brown Street Sunday and Daily Schools
Scheme No. 112.—Townsend Street Church Endowments.
Scheme No. 146.—The Endowments of the First Derry Congregation.

β. For Technical and Special Instruction.

Scheme No. 23.—The Magee College, Londonderry.
Scheme No. 58.—The Presbyterian Orphan Society.
Scheme No. 72.—The Sabbath School Society.

γ. Endowments belonging to Institutions under the care of the following Presbyteries.

Schemes Nos. 64 and 185.—Presbytery of Dublin.
Scheme No. 75.—Presbytery of Ballybay.
Schemes Nos. 78 and 184.—Presbytery of Banbridge.
Scheme No. 83.—Presbytery of Ballymena.
Scheme No. 84.—Presbytery of Newry.
Scheme No. 97.—Presbytery of Carrickfergus.
Scheme No. 103.—Presbytery of Route.
Scheme No. 115.—Presbytery of Connaught.
Scheme No. 116.—Presbytery of Ards.
Scheme No. 119.—Presbytery of Cavan.
Scheme No. 120.—Presbytery of Tyrone.
Scheme No. 126.—Presbytery of Clogher.
Schemes Nos. 132 and 212.—Presbytery of Dromore.
Schemes Nos. 133 and 213.—Presbytery of Derry.

d

DENOMINATIONAL ENDOWMENTS—*continued.*

Scheme No. 137.—Presbytery of Comber.
Scheme No. 139.—Presbytery of Cork.
Schemes Nos. 151 and 216.—Presbytery of Raphoe
Scheme No. 157.—Presbytery of Letterkenny.
Scheme No. 160.—Presbytery of Limavady.
Scheme No. 166.—Presbytery of Templepatrick.
Scheme No. 168.—Presbytery of Glendermot.
Scheme No. 169.—Presbytery of Strabane.
Scheme No. 172.—Presbytery of Coleraine.
Scheme No. 178.—Presbytery of Omagh.
Scheme No. 179.—Presbytery of Donegal.
Scheme No. 186.—Presbytery of Rathfriland.
Scheme No. 191.—Presbytery of Armagh.
Scheme No. 199.—Presbytery of Belfast.
Scheme No. 207.—Presbytery of Athlone.

4. Endowments connected with the Methodist Church.

α. For Intermediate Education.

Scheme No. 16.—The Methodist College, Belfast.

β. For Special Education.

Schemes Nos. 4 and 177.—The Methodist Female Orphan School, Dublin.

5. Endowments connected with the Unitarian Congregation of St. Stephen's Green, Dublin.

For Elementary and Technical Education.

Scheme No. 200.—The Damer Schools.

B—NON-DENOMINATIONAL PRIVATE ENDOWMENTS.

α. For Intermediate Education.

Scheme No. 13.—Watts's Endowed School, Lurgan.
Scheme No. 15.—Royal Belfast Academical Institution.
Scheme No. 17.—Prior School, Lifford.
Scheme No. 18.—Merchant Tailors' School, Dublin.
Schemes Nos. 20 and 140.—Coleraine Academical Institution.
Scheme No. 28.—Belfast Royal Academy.
Scheme No. 37.—High School for Girls, Cork.
Scheme No. 40.—Londonderry Academical Institution.
Scheme No. 44.—Ballymena Academy.
Scheme No. 45.—Clonmel Grammar School.
Scheme No. 48.—Rainey's School, Magherafelt.
Scheme No 69.—Bishop Hudson's Grammar School.
Scheme No. 71.—Strabane Academy.
Scheme No. 99.—Bangor Endowed School.
Scheme No. 100.—Tate School, Wexford.
Scheme No. 105.—Midleton Endowed School.
Scheme No. 106.—John Ivory's School, New Ross.
Scheme No. 111.—The Preston Endowment, Ballyroan.
Scheme No. 123.—The Charleville Endowment.
Scheme No. 143.—The Viscount Limerick's Endowment, Dundalk.

β. For Elementary Education.

Schemes Nos. 3 and 181.—Morgan's School, Castleknock.
Scheme No. 7.—Stanhope-street Schools, Belfast.
Schemes Nos. 11 and 182.—Currie School, Belfast.
Scheme No. 17.—Hansard and Blackrock's Schools, Lifford.
Scheme No. 22.—Ladies Industrial School, Belfast.
Scheme No. 29.—Phibsboro Sunday and Daily Schools.
Scheme No. 30.—Tullyvin and Benbaun Schools.
Scheme No. 31.—Moat School, Lisnaskea.
Scheme No. 33.—Laurel Hill School, Killowen.
Scheme No. 36.—Queen-street National School, Lurgan.
Scheme No. 43.—Grey's Free School, Ballymena.
Scheme No. 56.—The Gilson Schools, Oldcastle.
Scheme No. 59.—Cashel Corporation School Endowments.
Scheme No. 60.—Cashel Deanery Schools.
Scheme No. 63.—The Ledley School, Ballymacarrett.

B.—Non-denominational Private Endowments—*continued.*

Schemes Nos. 67 and 109.—The Southwell Endowment, Kinsale.
Scheme No. 74.—The Southwell Endowment, Downpatrick.
Scheme No. 80.—Anahilt Endowed School.
Scheme No. 81.—D'Israeli's School, Rathvilly.
Scheme No. 82.—Donaghadee Free Schools.
Scheme No. 95.—The Leamy Endowments, Limerick.
Scheme No. 107.—Killinchy Schools.
Scheme No. 110.—Crofton Endowments, Clondrohid.
Scheme No. 113.—Urith Paul Endowments.
Scheme No. 114.—Lisnaboe Endowed School.
Scheme No. 122.—John Sharp's Endowment.
Scheme No. 128.—Bank's Endowment, Eyrecourt.
Scheme No. 129.—Hon. Michael Ward's Endowment.
Scheme No. 136.—Sandford Endowment, Castlerea.
Scheme No. 145.—Cramsie Endowment, Ballymoney.
Scheme No. 156.—Dromod School.
Scheme No. 161.—Rathmines Township Schools.
Scheme No. 162.—M'Gowan Endowment, Bangor.
Scheme No. 165.—Dungonnell School.
Scheme No. 170.—Edwards Endowments, Castlederg.
Scheme No. 180.—Parsons Persse's Endowment.
Scheme No. 190.—The Stratford Lodge Schools, Baltinglass.
Scheme No. 195.—Pettigrew Endowment for Crilly School.
Scheme No. 198.—Cromkill School, Connor.
Scheme No. 203.—Tullycavey School, Grey Abbey.
Scheme No. 204.—The Kirkpatrick Endowment, Larne.
Scheme No. 205.—Cabragh School and M'Creight Endowment.

γ. For Technical and Special Education.

Scheme No. 8.—Claremont Institution, Glasnevin.
Scheme No. 12.—Hibernian Marine Society.
Scheme No. 14.—Ulster Society for the Deaf and Dumb, and the Blind.
Schemes Nos. 24 and 211.—The Gwyn and Young Endowments, Londonderry.
Scheme No. 26.—Dublin Working Boys' Home and Harding Bequest.
Scheme No. 27.—Bertrand French Orphan School, Dublin.
Schemes Nos. 38 and 175.—Baltimore Fishery School.
Scheme No. 39.—Royal Irish Academy of Music.
Scheme No. 42.—Villiers Institutions, Limerick.
Schemes Nos. 51 and 194.—Sullivan's Schools, Holywood.
Scheme No. 70.—Orphan Society of Non-Subscribing Presbyterians, &c.
Schemes Nos. 79 and 202.—Joseph Brown's Endowments.
Scheme No. 91.—Anne Hall Endowments.
Scheme No. 92.—Belfast Library and Society for Promoting Knowledge.
Scheme No. 98.—Hugh Henry Boyd's Endowment, Belfast.
Schemes Nos. 118 and 173.—Belfast Natural History and Philosophical Society.
Scheme No. 121.—General Orphan Home Endowments.
Scheme No. 125.—The Charlton Endowment for Marriage Portions.
Scheme No. 134.—The Lyons Endowment, Loughrea.
Scheme No. 149.—The Pembroke Technical School, Ringsend.
Scheme No. 155.—The St. Leger Aldworth Endowment, Newmarket, Co. Cork.
Scheme No. 206.—The North-east Agricultural Association.

Table IV.—Endowments declared exempt from the compulsory jurisdiction of the Commission.

Province of Leinster—

City of Dublin—

The Hospital and Free School of King Charles II., Oxmantown.
Bethesda Female Orphan School, Upper Dorset Street.
Christian Brothers Schools, Basin Lane.
Girls Almshouses, Great Britain Street.
Female Orphan House, North Circular Road.
Pleasant's Asylum, Lower Camden Street.
St. Brigid's Catholic Ragged Schools.
St. Catherine's National Schools, Meath Street.
St. James's National School, Basin Lane.
St. Michan's National School, North Anne Street.
SS. Michael and John's National Schools, Essex Street.
St. Saviour's Orphanage, Denmark Street.
St. Thomas' Orphanage, Gloucester Street.
Singleton School, in connection with the Unitarian Church, St. Stephen's Green.
Wesley College, St. Stephen's Green.

County of Dublin—

Parochial Schools, Castleknock.
Parochial School, Finglas.

County of Kilkenny—

Chapel Lane School, Kilkenny.
St. Kieran's College, Kilkenny.

County of Louth—

Christian Brothers Schools, Drogheda.
Christian Brothers Schools, Dundalk.
St. Mary's College, Dundalk.

County of Meath—

St. Finian's Seminary, Navan.

County of Westmeath—

Belvedere Orphanage, Tyrrellspass.
Westmeath Protestant Orphan Society.
Wilson's Hospital, Multyfarnham.

County of Wexford—

St. Peter's College, Wexford.

Province of Munster—

County of Clare—

Christian Brothers Schools, Ennis.
Killaloe Diocesan College, Ennis.

City of Cork—

Christian Brothers Schools, Cork.
Presentation Brothers School, Cork.
St. Finn Barr's Seminary, Cork.
St. Vincent's Orphanage, Cork.

County of Cork—

Carmelite Seminary, Kinsale.
Christian Brothers Schools, Charleville.

Province of Munster—*continued.*

County of Cork—

Christian Brothers Schools, Youghal.
Convent National School, Youghal.
St. Colman's College, Fermoy.
St. Joseph's Convent School, Kinsale.

County of Kerry—

The Jeffers Endowment, Tralee.

County of Limerick—

Cathedral Grammar School, or Blue School Limerick.
Christian Brothers Schools, Limerick.
Mount St. Vincent School, Limerick.
Sacred Heart College, Limerick.

County of Tipperary—

Christian Brothers Schools, Clonmel.
Rockwell College, Cahir.

County of Waterford—

Bishop Foy's Endowment, Waterford.
Bishop Foy's Apprenticeship Fund, Waterford.
Christian Brothers Schools, Waterford.
Friends' School, Newtown, Waterford.
St. John's College, Waterford.

Province of Ulster—

County of Antrim—

Friends Agricultural School, Brookfield.
Friends Provincial School, Lisburn.
Muckamore Abbey School.
St. Malachy's College, Belfast.

County of Armagh—

Jackson's Schools, Forkhill.
St. Patrick's College, Armagh.

County of Cavan—

Christian Brothers Schools, Cavan.
St. Patrick's College, Cavan.

County of Fermanagh—

Vaughan Charter School, Tubrid.

County of Londonderry—

St. Columb's College, Londonderry.

County of Monaghan—

St. Macarten's Seminary, Monaghan.

Province of Connaught—

County of Galway—

Christian Brothers Schools, Clarenbridge.
Lombard Street Schools, Galway.
St. Ignatius College, Galway.
St. Jarlath's College, Tuam.
St. Joseph's Seminary, Nun's Island, Galway.

County of Sligo—

College of the Immaculate Conception, Sligo.

Table V.—Exempt Endowments, with respect to which applications for Consent Schemes were received.

Note.—In the cases marked with an asterisk (*), it has been decided not to proceed with the Scheme.

The Church of Ireland Victoria Jubilee Fund. (Scheme No. 41).

The Presbyterian Orphan Society of Ireland. (Scheme No. 58).

The Orphan Society of the Association of Irish Non-Subscribing Presbyterians and other Free Christians. (Scheme No. 70).

The Sabbath School Society for Ireland in connection with the Presbyterian Church. (Scheme No. 72).

The Parochial Schools of "The Church of Ireland" in the following Dioceses:—

- Armagh. (Scheme No. 88).
- Meath. (Scheme No. 55).
- Clogher. (Scheme No. 96).
- Derry. (Scheme No. 102).
- Raphoe. (Scheme No. 35).
- Down and Connor and Dromore. (Scheme No. 89).
- Cork, Cloyne, and Ross. (Scheme No. 66).
- Kilmore. (Scheme No. 108).
- *Elphin. (Draft Scheme No. 130).
- Ardagh. (Scheme No. 93).
- Tuam. (Draft Scheme No. 135).
- Killala and Achonry. (Scheme No. 104).
- Dublin, Glendalough, and Kildare. (Scheme No. 147).
- Ossory. (Scheme No. 127).
- Ferns. (Scheme No. 73).
- Leighlin. (Scheme No. 77).
- *Killaloe, East.
- *Clonfert and Kilmacduagh.
- Limerick. (Scheme No. 76).
- *Ardfert and Aghadoe. (Draft Scheme No. 141).

The Endowments belonging to the Congregations under the care of the following Presbyteries:—

- *Ahoghill.
- Ards. (Scheme No. 116).
- Armagh. (Scheme No. 191).
- Athlone. (Scheme No. 207.
- *Baillieborough.
- Ballybay. (Scheme No. 75).
- Ballymena. (Scheme No. 83).
- Banbridge. (Scheme No. 78).
- Belfast. (Scheme No. 199).
- Carrickfergus. (Scheme No. 97).
- Cavan. (Scheme No. 119).
- Clogher. (Scheme No. 126).
- Coleraine. (Scheme No. 172).
- Comber. (Scheme No. 137).
- Connaught. (Scheme No. 115).
- Cork. (Scheme No. 139).
- Derry. (Scheme No. 133).
- Donegal. (Scheme No. 179).
- *Down. (Draft Scheme No. 196).
- Dromore. (Scheme No. 132).
- Dublin. (Scheme No. 64).
- Glendermot. (Scheme No. 168).
- Letterkenny. (Scheme, No. 157).
- Limavady. (Scheme No. 160).
- *Monaghan.
- Newry. (Scheme No. 84).
- Omagh. (Scheme No. 178).
- Raphoe. (Scheme No. 151).
- Rathfriland. (Scheme No. 186).
- Route. (Scheme No. 103).
- Strabane. (Scheme No. 169).
- Templepatrick. (Scheme No. 166).
- Tyrone. (Scheme No. 120).

Endowments classified according to Provinces and Counties, as follows:—

Province of Leinster—

County of Carlow—
- Browne's Apprenticeship Fund. (Scheme No. 183).

City of Dublin—
- St. Patrick's Cathedral Schools. (Scheme No. 9).
- St. Peter's Schools and Mrs. Wray's School. (Scheme No. 32).
- The Catholic University School of Medicine. (Scheme No. 124).
- The Parochial Schools of the City of Dublin. (Scheme No. 158).
- The Ormond Quay Presbyterian Church Endowments. (Scheme No. 6).
- The Dublin Protestant Reformatory Schools. (Scheme No. 153).
- Gardiner's Charity and Love's Charity. (Scheme No. 167).
- The Irish Clergy Daughters School. (Scheme No. 197).
- The Damer Schools, St. Stephen's-green. (Scheme No. 200).
- The Endowments of St. Nicholas Without and St. Luke's Parochial School. (Scheme No. 219).

County of Kildare—
- Ballysax Parochial School. (Scheme No. 87).
- Hewetson's School, Clane. (Scheme No. 57).

County of Kilkenny
- Kilkenny Subscription School. (Scheme No. 148).

County of Louth—
- The Leigh Charity. (Scheme No. 117).

County of Meath—
- Chetwode's Charity and Stearne's Charity. (Scheme No. 159).

County of Westmeath—
- Arthur Smith's Charity. (Scheme No. 86).
- The Shiel Charity, Rochfort Bridge. (Scheme No. 68).

Province of Munster—

City of Cork—
- Brettridge's Charity.
- Greencoat Hospital.
- Cork Grammar School.
- Parochial Schools of the City of Cork.

} (Scheme No. 47)

- St. Stephen's Hospital. (Scheme No. 65).

County of Cork—
- Bishop Crowe's School, Cloyne. (Scheme No. 66).
- Baltimore Fishery School. (Scheme No. 38).

County of Limerick—
- *Roxborough Road School, Limerick. (Draft Scheme No. 54).

County of Tipperary—
- The Clonmel Parochial Endowments. (Scheme No. 218).

Province of Ulster—

County of Antrim—
- *Larne Grammar School. (Draft Scheme No. 61).
- Nicholson Endowment, Lisburn. (Scheme No. 21).

Endowments classified according to Provinces and Counties, as follows :—*continued.*

Province of Ulster—*continued.*

City of Belfast—
Hugh Henry Boyd's Endowment. (Scheme No. 98).
The Methodist College. (Scheme No. 16).
The Townsend Street Presbyterian Church Endowments, and the Henry Martyn Johnston Charity. (Scheme No. 112).
*The Belfast Hospital for Sick Children.

County of Down—
The Southwell Charity and the Parochial Schools, Downpatrick. (Scheme No. 74).

Endowments classified according to Provinces and Counties, as follows :—*continued.*

Province of Ulster—*continued.*

County of Londonderry—
Magee Presbyterian College, Londonderry. (Scheme No. 23).
First Derry Presbyterian Church Endowments. (Scheme No 146).
*The Coleraine Temperance Institute.

Province of Connaught—

County of Galway—
The Madden Endowment, Loughrea. (Scheme No. 154).

Table VI.—Public Sittings of the Commission held since October 1, 1892.

DUBLIN.—*At the Four Courts, Wednesday, Thursday, Friday, and Saturday, October* 19, 20, 21, *and* 22, 1892.

Draft Scheme No. 144.—The Erasmus Smith Endowments. (Objections and Amendments.)

DUBLIN.—*At the Office of the Commission, Saturday, November* 19, 1892.

The Rathmines Township Sunday and Daily Schools.

KILMEAGUE.—*At the School House, Friday, December* 16, 1892.

Draft Scheme No. 131.—The Kilmeague School and the Perceval Endowment.

CASTLEDERG.—*At the Court House, Wednesday, January* 4, 1893.

Hugh Edwards' School, Castlederg.

LONDONDERRY.—*At the Court House, Londonderry, Thursday, January* 5, 1893.

Scheme No. 24.—Gwyn's Charitable Institution and Joseph Young's Charity. (Application for an Amending Scheme).

DUBLIN.—*At the Office of the Commission, Tuesday, January* 20, 1893.

Scheme No. 147.—The Parochial Schools of the United Dioceses of Dublin, Glendalough. and Kildare.

Scheme No. 158.—The Parochial Schools of the City of Dublin and neighbourhood, and other Endowments in the City of Dublin. (Objections and Amendments).

MONAGHAN.—*At the Court House, Wednesday, March* 29, 1893.

Jackson's Schools, Monaghan.

CABRAGH, MULLABRACK.—*At the Cabragh School House, Wednesday, March* 29, 1893.

The Cabragh School and the M'Creight Endowment.

DUBLIN.—*At the Office of the Commission, Saturday, July* 1, 1893.

Scheme No. 161.—The Rathmines Township Sunday and Daily Schools. (Objections and Amendments.)

DUBLIN.—*At the Office of the Commission, Friday, October* 20, 1893.

Scheme No. 190.—The Stratford Lodge Schools, Baltinglass. (Objections and Amendments.)

DUNDALK.—*At the Court House, Saturday, October* 21, 1893.

Scheme No. 143.—The Viscount Limerick Endowment, Dundalk. (Objections and Amendments.)

DUBLIN.—*At the Office of the Commission, Saturday, November* 25, 1893.

Scheme No. 62.—The Munster Dairy School and Agricultural Institute. (Objections and Amendments.)

GLENARM, CO. ANTRIM.—*At the Court House, Saturday, December* 2, 1893.

Scheme No. 192.—The Glenarm Parochial School. (Objections and Amendments.)
Scheme No. 198.—The Cromkill School, Connor. (Objections and Amendments).

DUBLIN.—*At the Office of the Commission, Saturday, December* 9, 1893.

Scheme No. 209.—The Parochial Schools of the Diocese of Meath, and other Endowments, including the Ardkeenan Endowment—Amending Scheme. (Objections and Amendments).

Scheme No. 210.—The Incorporated Society for Promoting Protestant Schools in Ireland. (Objections and Amendments).

DUBLIN.—*At the Four Courts, Monday, October* 22, 1894.

Public Sitting of the Judicial Commissioners.

Draft Scheme No. 144.—The Erasmus Smith Endowments—Judgments of the Judicial Commissioners as to proceeding with the Scheme.

ABSTRACT

OF THE

MINUTES OF THE COMMISSIONERS.

ABSTRACT OF THE MINUTES OF THE COMMISSIONERS.

PART I.

SUMMARY OF MEETINGS AND ATTENDANCES.

(A.) TABLE showing MEETINGS held since October 1, 1892.

MEETINGS HELD BY	Number of Meetings held.	Number of these Meetings which were Public Sittings.	Number of Stated attendances.
The Full Commission, ...	148	14	14
The Judicial Commissioners, ...	111	1	4
The Assistant Commissioners, ...	64	—	—
Total, ...	323	15	18

(B.) TABLE showing the ATTENDANCES of the COMMISSIONERS since October 1, 1892.

NAMES OF COMMISSIONERS.	Full Commission.		Judicial Commissioners.		Assistant Commissioners Meetings.	Total.
	Meetings.	Stated Attendances.	Meetings.	Stated Attendances.		
JUDICIAL COMMISSIONERS:						
Lord Justice FitzGibbon, .	98	5	111	3	—	217
Mr. Justice O'Brien, . .	63	1	111	1	—	176
ASSISTANT COMMISSIONERS:						
Right Rev. Monsignor Molloy,	108	6	—	—	51	165
Dr. Traill, ...	111	4	—	—	58	173
Dr. Wilson, ...	138	8	—	—	61	207

PART II.

MINUTES OF THE FULL COMMISSION.

October 4, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Wilson.

Minutes of the preceding meeting were read and confirmed.

Letters read:—

Rev. P. Farrelly (Oct. 1), sending name of Trustee to replace Mr. Dogherty, deceased, on the Scheme for the Cramsie Bequest, Ballymoney.

J. H. Nunn (Oct. 3), refusing to act as Governor on the Scheme for the Dublin City Parochial Schools.

The question of Inspection was further considered, and tabulated lists of the Schemes drafted by the Commission, were submitted by Monsignor Molloy, considered and amended.

The Commissioners adjourned.

Gerald Molloy,
October 13, 1892.

N. D. Murphy, Secretary.

October 13, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Mr. Jos. M'Kee, as to the Scheme for the Erasmus Smith Endowments (Oct. 6).
Most Rev. Dr. Healy, as to the Madden Endowment (Oct. 11).
Rev. W. D. Wallace, as to Scheme for Letterkenny Presbytery.
The Secretary, Board of Public Works, as to Estimates for the year 1893–94.
Richard Biggs, LL.D., as to Scheme No. 90, for Diocesan School Endowments.
Rev. G. B. Sweetman, as to Scheme for the Erasmus Smith Endowments.
Edmund M'Neill, as to Scheme for the Ballintoy School.
Rev. H. B. Stoney, D.D., as to the Scheme for the Dublin City Parochial Schools.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. S. C. Hughes (four letters), objecting to the Scheme for the Dublin City Parochial Schools, and notifying refusal of the trustees of certain Endowments to have them dealt with by the Scheme.

Messrs. F. and K. Reid, as to Supplemental Scheme for the Gwyn and Young Endowments.

H. J. Cooke, Secretary, on the same subject.

Rev. J. H. Murphy, as to the Scheme for the Presbytery of Cork.

The answer sent by direction of Monsignor Molloy, to a letter (Oct. 4), from the Under Secretary on the question of Inspection of Schools, was approved.

The question of Inspection was further considered, and a Draft Letter to the Chief Secretary was discussed, and it was agreed that the letter should be brought up in its amended form by Lord Justice FitzGibbon at the next meeting.

The Commissioners adjourned

Gerald FitzGibbon,
October 14, 1892.

N. D. Murphy, Secretary.

October 14, 1892

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. John Jackson (Oct. 12), objecting to the Scheme for the Ballintoy School.

The Secretary, Gwyn's Institution, Londonderry, enclosing resolutions of the Gwyn's Governors, and letter from the Secretary of the Young Governors with regard to certain amendments of Scheme No. 24 for the Gwyn and Young Institutions.

It was ordered:—

That the Gwyn and Young correspondence be referred to Dr. Traill and Dr. Wilson to report on the matter thereof.

The Draft Letter as to Inspection of Schools was further considered and amended.

Certain directions were given with regard to the preparation of the Report, and it was

Ordered:—

That the Appendix of documents should contain the Erasmus Smith Scheme, together with the Memorandum, and the observations of Lord Justice FitzGibbon, and of Monsignor Molloy, and the Protest of Dr. Traill; and also the various objections to the Scheme, and the two Charters of Charles II.

The Commissioners adjourned.

WILLIAM O'BRIEN,
October 17, 1892.

N. D. Murphy, Secretary.

October 17, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

The Draft Letter to the Chief Secretary, Dublin Castle, on the question of Inspection, was submitted, as revised by Lord Justice FitzGibbon, amended and approved and ordered to be written.

Letters read:—

Most Rev. Dr. Healy (Oct. 16), on the question of inspection under the Scheme for the Madden Endowment.

Rev. D. Humphrys (Oct. 15), as to Objections and Amendments to the Draft Scheme for the Erasmus Smith Endowment.

Rev. S. C. Hughes (Oct. 14), as to the Draft Scheme for the Parochial Schools of the City of Dublin.

Replies, as drafted, ordered to be sent.

A letter was also read from Sir Edward Reid (Oct. 15), enclosing resolution as to the Gwyn and Young Endowments.

The matter was referred to Dr. Traill and Dr. Wilson.

It was decided that the Draft Scheme for the Madden Endowment should be revised and a proper definition of the "The Bishop" inserted in the Definition Clause.

The Secretary was directed to make out a List of the Schools which in 1879 were receiving grants from the Erasmus Smith's Board, and with respect to which the grants had since been discontinued; showing, in the cases where the Schools had been placed in connection with the National Board, the Roll Numbers, Annual Grants to the Teachers, in 1879 under the Erasmus Smith Board, and in 1889 under the National Board.

The Commissioners adjourned.

ANTHONY TRAILL,
October 26, 1892.

N. D. Murphy, Secretary.

October 19, 1892.

PUBLIC SITTING

Of the Commission held this day at the Court of Chancery, Four Courts, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Mr. H. Holt, B.L., Shorthand Writer, was in attendance.

The Erasmus Smith Endowments.

(Consideration of the Objections and Amendments to the Draft Scheme.)

The following Bodies and Persons were represented as under, or appeared in person:—

The Governors of Schools founded by Erasmus Smith, by Edward Carson, Q.C., M.P., G. Wright, Q.C., W. M. Jellett (instructed by Messrs. Maunsell and Sons).

The Intermediate Education Committee of the General Assembly, by W. H. Dodd, Q.C., and S. L. Browne (instructed by J. Henry, Solicitor).

The Provost, Fellows, and Scholars of Trinity College, Dublin, by C. L. Matheson, Q.C. (instructed by J. H. Nunn, Solicitor).

The Governors of the Hospital and Free School of King Charles II., Dublin, by W. M. Jellett (instructed by J. H. Nunn, Solicitor).

Rev. David Humphrys, C.C., in person, on behalf of the children of Tenants of the Erasmus Smith Estates in Limerick and Tipperary.

Rev. W. Nicholas, D.D., in person, on behalf of the Methodist Conference.

The following were also present—

Right Honorable The Vice-Chancellor of Ireland.

Rev. T. T. Gray, F.T.C.D.

Rev. H. R. Poole, F.T.C.D. (Governors of the Erasmus Smith Endowments).

Frank Browne, Esquire, Registrar of the Board of the Erasmus Smith Schools.

Rev. W. Todd Martin, LL.D., Convener of the Intermediate Education Committee of the General Assembly.

Rev. J. M. Hamilton, M.A., Clerk of the Dublin Presbytery.

Lord Justice FitzGibbon made an introductory statement.

Mr. Carson, Q.C., M.P., made a statement.

The Commissioners adjourned.

Anthony Traill,
October 26, 1892.

N. D. Murphy, Secretary.

October 20, 1892.

PUBLIC SITTING

Of the Commission held this day at the Court of Chancery, Four Courts, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson

Mr. H. Holt, B.L., Shorthand Writer, was in attendance.

The Erasmus Smith Endowments.

(Further consideration of the Objection and Amendments to the Draft Scheme.)

The various Bodies and Persons were represented or appeared in person as at the preceding Sitting.

Mr. Carson, Q.C., continued his statement.

Right Hon. The Vice-Chancellor of Ireland, and Rev. D. Humphrys, C.C., made statements.

The Commissioners adjourned.

Anthony Traill,
October 26, 1892.

N. D. Murphy, Secretary.

October 21, 1892.

PUBLIC SITTING

Of the Commission held this day at the Court of Chancery, Four Courts, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Mr. H. Holt, B.L., Shorthand Writer, was in attendance.

THE ERASMUS SMITH ENDOWMENTS.

(Further consideration of the Objections and Amendments to the Draft Scheme).

The various Bodies and Persons were represented or appeared in person—together with Rev. L. P. T. Ledoux, Rector of Calry—as at the preceding Sitting.

The Rev. L. P. T. Ledoux appeared on behalf of the Tenants of the Erasmus Smith Estates in Sligo.

Rev. D. Humphrys, C.C., continued his statement.

W. H. Dodd, Q.C., made a statement.

The Commissioners adjourned.

ANTHONY TRAILL,
October 26, 1892.

N. D. Murphy, Secretary.

October 22, 1892.

PUBLIC SITTING

Of the Commission held this day at the Court of Chancery, Four Courts, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Mr. H. Holt, B.L., Shorthand Writer, was in attendance.

THE ERASMUS SMITH ENDOWMENTS.

Further consideration of the Objections and Amendments to the Draft Scheme.

The various Bodies and Persons were represented or appeared in person as at the preceding Sitting.

The following persons made statements:—

Rev. D. Humphrys, C.C.
Rev. L. P. T. Ledoux.
Right Hon. The Vice-Chancellor of Ireland.
Rev. Dr. Nicholas.
C. L. Matheson, Q.C.
W. W. Jellett, B.L., on behalf of King's Hospital, Oxmantown.
G. Wright, Q.C.

Lord Justice FitzGibbon made a concluding statement.

The Commissioners adjourned.

ANTHONY TRAILL,
October 26, 1892.

N. D. Murphy, Secretary.

October 26, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL.

Minutes of preceding meeting and Public Sittings were read and confirmed.

Letters read:—

The Town Clerk, Limerick (Oct. 22), with enclosures as to Roxborough Road School.
Rev. D. Humphrys (Oct. 25), as to his evidence before the Commission, *re* the Erasmus Smith Endowments.
Rev. F. De Burgh Sidley (Oct. 20), as to the Scheme for the Diocese of Ardagh.
D. J. Kyle (Oct. 24), as to the Mountfield Endowment.
Rev. R. A. Maxwell (Oct. 22), as to the Charleville Endowment, Co. Cork.
Secretary, Commissioners of Education in Ireland (Oct. 21), with enclosures as to the Scheme for the Diocesan Schools and Banagher Royal School Endowments
Rev. Wm. Matchette (Oct. 17), as to the present stage of the Ballintoy School Scheme.

Replies, as drafted, ordered to be sent.

Letters also read :—

H. Holt, B.L. (Oct. 18), as to Shorthand Report of the Public Sitting, *re* the Erasmus Smith Endowment.

Rev. W. J. Young (Oct. 19), applying for a copy of the Brown Street Sunday and Daily Schools Scheme.

W. B. Neville (Oct. 19), as to the Scheme for the Diocese of Kilmore.

R. Biggs (Oct. 19), as to the Objections to the Scheme for the Diocesan Schools and Banagher Royal School Endowments.

Rev. H. M. Butler (Oct. 17), as to the progress of Scheme for the Limavady Presbytery.

Under-Secretary, Dublin Castle (Oct. 20), acknowledging letter on the subject of Inspection.

Secretary, Treasury (Oct. 21), as to Estimates 1892–93.

H. J. Cooke (Oct. 15), with enclosure as to the Gwyn and Young Endowments.

The Secretary reported that search had been made in the Public Record Office for the Wills of Sir Wm. M'Mahon and J. Magowan; that no reference to the Mountfield School appears in the Will of Sir Wm. M'Mahon; and that he was unable to find any Will of J. Magowan, of Bangor.

The Commissioners adjourned.

GERALD MOLLOY,
October 29, 1892.

N. D. Murphy, Secretary.

October 29, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter was read from Mr. P. Clancy (Oct. 26), as to carrying out the provisions of the Scheme for the Carysfort Royal School Endowments.

Reply, as drafted, ordered to be sent.

A letter was also read from Rev. Dr. Marrable (Oct. 28), as to the Scheme for the Dublin City Parochial Schools.

The Secretary was directed to write in terms as drafted to the following :—

The Very Rev. The Dean of Lismore, as to preparing a Scheme for the Waterford Protestant Orphan Society.

The Clerks of the various Presbyteries in Ireland, as to preparing Schemes for their several Endowments, or where Schemes have been already published, as to the preparation of Supplemental Schemes.

The Under-Secretary, Dublin Castle, as to the Declaration of the Lord Lieutenant in Council in connection with the Scheme for the Diocesan Schools and Banagher Royal School Endowments.

The Secretary, The Robertson Endowments, as to including in that Scheme Raphoe Diocesan Endowments.

The Secretary was instructed as to obtaining information relative to the following Endowments :—

The Levinge Charity, Calverstown, Co. Kildare.
The Netterville Almshouses, Dowth, Co. Meath.
Clonmel Charitable School.
Mullabrack, Cabragh School, M'Creight's Rentcharge.
Newtown Limavady Schools, Conn's Bequest.
Jackson's National Schools, Monaghan.
Scotstown Drummons Schools, Westenra Rentcharge.

Saturday, November 19, was fixed as the date of a Public Sitting for an Inquiry as to the Rathmines Township Schools, and for the hearing of Objections and Amendments to the Draft Scheme for the Dublin Protestant Reformatory Schools.

The Commissioners adjourned.

WILLIAM O'BRIEN,
November 2, 1892.

N. D. Murphy, Secretary.

November 2, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

A letter was read from Rev. D. Humphrys, C.C. (Oct. 31),as to his evidence relating to the Erasmus Smith Endowments.

Reply, as drafted, ordered to be sent.

The Annual Report was considered and amended, it being decided to add some new paragraphs to it.

The Commissioners adjourned.

Gerald FitzGibbon,
November 4, 1892.

N. D. Murphy, Secretary.

November 4, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

The correspondence relating to a Supplemental Scheme for the Gwyn and Young Endowments was considered, and it was agreed that a Public Sitting should be held in Derry at a date to be afterwards fixed.

Letters read :—

The Mayor of Limerick (Nov. 3), as to the valuation of Roxborough Road School premises.

R. Smith (Nov. 3), as to Audit of Accounts under Schemes.

Wm. Carter (Nov. 2), as to provisions of the Scheme for the Carysfort Royal School Endowment.

Rev. Canon Wiley (Nov. 2), as to the Scheme for the Diocesan Schools, and Banagher Royal School Endowments.

Replies, as drafted, ordered to be sent.

Letters also read :—

Ven. Archdeacon Tait (Nov. 3), as to "Consents" in connection with the Scheme for the Diocese of Tuam.

Rev. J. Davidson (Nov. 2), stating that the Presbytery of Monaghan does not desire to have a Scheme prepared by the Commission.

The Commissioners adjourned.

William O'Brien,
November 5, 1892.

N. D. Murphy, Secretary.

November 5, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read :—

Most Rev. Dr. Coffey (Nov. 3), as to papers relating to the Jeffers Endowment, Tralee.

Rev. W. Reid (Nov. 4), as to Magherafelt Presbytery Endowments.

Replies, as drafted, ordered to be sent.

The Secretary was directed to write in terms as drafted to Wm. Johnston, Esq., M.P., and J. R. M'Connell, Esq., as to the Henry Bequest, Downpatrick.

The Annual Report was further considered, instructions being given as to printing certain documents in connection with it.

The Secretary was directed to obtain from the Clerk of the Privy Council a transcript of the shorthand notes taken in connection with the hearing of the case of the Leamy Endowment before the Privy Council in August last.

The Commissioners adjourned.

Gerald Molloy,
November 9, 1892.

N. D. Murphy, Secretary.

November 9, 1892

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

A. Campion (Nov. 6), as to the provisions of the Scheme for Ballyroan School.
Messrs. Cramsie and Greer (Nov. 5), as to the advancement of the Scheme for the Cramsie Endowment.
The Under Secretary (Nov. 4), with respect to the valuation of the Roxborough Road School.

Replies, as drafted, ordered to be sent.

Letters also read:—

J. R. M'Connell (Nov. 8), acknowledges letter *re* the "Henry Estate."
The Secretary, Local Government Board (Nov. 8), acknowledges letter *re* Audit of Accounts under Schemes.
Rev. Canon Smith (Nov. 7), as to Schools in connection with the Derry Diocesan Scheme.

The Secretary was directed to prepare a list of Endowments for which Schemes might be published in December.

The Commissioners adjourned.

H. B. Wilson,
November 11, 1892.

N. D. Murphy, Secretary.

November 11, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. Canon Wiley (Nov. 10), as to the Scheme for the Diocesan Schools of Killala and Achonry.
Rev. R. Wallace (Nov. 10), enclosing Lease of Property belonging to Templepatrick Presbytery.
Wm. Johnston, M.P. (Nov. 9), as to the "Henry Estate," Downpatrick.
T. Ware (Nov. 10), as to the Supplemental Scheme for the City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools.

The Draft Scheme, No. 160, for the Presbytery of Limavady was considered, amended, and passed.

The Annual Report was considered.

The Secretary was directed to write in terms as drafted to Rev. R. Wallace and Rev. J. Clarke in connection with the Trustees referred to in the lease of Dongonnell School.

The Commissioners adjourned.

Anthony Traill,
November 12, 1892.

N. D. Murphy, Secretary.

November 12, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

A letter was read from Rev. J. Corkey (Nov. 11), enclosing particulars as to Glendermot Presbytery.

The Draft Scheme, No. 159, for Chetwode's and Stearne's Charity was considered and passed.

The Secretary was directed to write in terms as drafted to the Secretary, Diocesan Synods and Councils of Dublin, Glendalough and Kildare, as to resolutions recently passed relating to the Draft Schemes for the Parochial Schools of the United Dioceses of Dublin, Glendalough and Kildare, and the Parochial Schools of the City of Dublin.

The Secretary was also directed to write in terms as drafted to the Agent and Registrar of the Hospital and Free School of King Charles II., communicating the decision of the Commissioners with respect to the Endowment, as the result of the Secretary's report thereon, namely, that the Act does not apply to the same without the consent in writing of the Governing Body.

The Annual Report was considered, and orders given as to the printing of the Appendix.

The Commissioners adjourned.

GERALD MOLLOY,
November 16, 1892

N. D. Murphy, Secretary.

November 16, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read :—

Rev. William Stuart (Nov. 15), as to the Presbytery of Connaught.
Rev. W. L. Berkeley (Nov. 15), as to the Presbytery of Belfast.
Rev. R. M'Morris (Nov. 12), as to the Presbytery of Letterkenny.
The Right Rev. the Bishop of Cork, Cloyne and Ross (Nov. 12), as to the High School for Girls and Rochelle Seminary, Cork.

A letter was also read from the Rev. T. H. Fleming (Nov. 15), as to the state of the Scheme for the Lyons Endowment.

Reply, as drafted, ordered to be sent.

The Annual Report was further considered.

The Commissioners adjourned.

H. B. WILSON,
November 19, 1892.

N. D. Murphy, Secretary.

November 18, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read :—

J. G. Stoney (Nov. 16), applying for additional time to consider the Scheme for the City of Cork, and Cork, Cloyne, and Ross Parochial Schools.
Rev. F. W. Ainley (Nov. 16), as to proposed amalgamation of High School for Girls, Cork, and Rochelle Seminary.

Replies, as drafted, ordered to be sent.

Letters also read :—

G. R. Armstrong (Nov. 16), acknowledges receipt of correspondence as to the Hospital and Free School of King Charles II., Dublin.
Rev. J. B. M'Bride (Nov. 17), as to the Presbytery of Derry.
Wm. Waller (Nov. 17), as to Roxborough Road School, Limerick.
Rev. R. Wallace (Nov. 17), as to Dungonnell School, Templepatrick Presbytery.

Monsignor Molloy brought up, and submitted his observations on the Amendments proposed to the Schemes for the Madden Endowment, and the Scheme for the Pembroke Technical School.

It was ordered that the two Schemes, with the Amendments and Observations be submitted to the Judicial Commissioners.

The Commissioners adjourned.

ANTHONY TRAILL,
November 28, 1892.

N. D. Murphy, Secretary.

November 19, 1892.

PUBLIC SITTING

Of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Mr. Charles Ryan, Shorthand Writer, was in attendance.

THE RATHMINES TOWNSHIP SUNDAY AND DAILY SCHOOLS.

(PRELIMINARY INQUIRY.)

Lord Justice FitzGibbon made an introductory statement.

The following persons were present:—

Rev. S. M. Harris, A.M.
J. E. Oram, M.A., M.E.
G. T. B. Vanston, LL.D.
J. E. Smeeth, Hon. Secretary of Committee.

The following made statements:—

Rev. S. M. Harris, A.M.
J. E. Oram, M.A., M.E.
G. T. B. Vanston, LL.D.

No. 153.—THE DUBLIN PROTESTANT REFORMATORY SCHOOLS.

(OBJECTIONS AND AMENDMENTS.)

Lord Justice FitzGibbon made an opening statement.

The following persons were present:—

Rev. J. H. Monahan.
Rev. R. G. M. Webster.
Rev. A. H. Elliott.
Rev. R. Long.
R. Andrew, LL.D.

Rev. J. H. Monahan was examined.

The following made statements:—

Rev. R. G. M. Webster.
Rev. A. H. Elliott.

Lord Justice FitzGibbon made a concluding statement.

MEETING.

A letter was read from the Under Secretary, Dublin Castle (Nov. 12), as to the Estimates of the Commission for the year 1893–4.

Reply, as drafted, ordered to be sent.

The Draft Scheme No. 159, for Chetwode's and Stearne's Charity was finally passed and ordered for publication.

The Commissioners adjourned.

ANTHONY TRAILL,
November 23, 1892.

N. D. Murphy, Secretary.

November 23, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

J. C. Delmege, as to the proposed sale for Roxborough Road School.
Rev. J. Clarke, two letters [Nov. 21], as to Dungonnell Schoolhouse.
Ven. H. Galbraith [Nov. 21], applying for a copy of the Scheme for the Carysfort Royal School Endowment.

A letter (Nov. 18), signed by the Rector of Macroom and others as to the Scheme for the Crofton Endowments, Clondrohid, was referred to the Judicial Commissioners.

The Secretary was directed to write, in terms as drafted, subject to the approval of the Judicial Commissioners, to the Mayor of Limerick in reply to a letter (Nov. 19) from him as to the valuation of Roxborough Road School.

The Scheme, No. 166, for the Presbytery of Templepatrick was ordered to be published —Dungonnell Schoolhouse being omitted from the Schedule.

The Secretary reported that, owing to the strike of the employes of the Queen's Printers the Schemes at present in their hands were not available for consideration.

The Commissioners adjourned.

GERALD MOLLOY,
November 25, 1892.

N. D. Murphy, Secretary.

November 25, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter was read from S. Cunningham (Nov. 24), as to a Scheme for the North East Agricultural Association.

Reply, as drafted, ordered to be sent.

Letters also read :—

Rev. W. J. Love (Nov. 23), giving particulars as to property belonging to the Presbytery of Derry.

Rev. J. Clarke (Nov. 23), as to Dungonnell School.

A letter from the Under Secretary, Dublin Castle (Nov. 23), in connection with the expenses of this Commission for the year 1893-4, was referred to the Judicial Commissioners.

The Public Sitting to consider Objections and Amendments lodged against the Draft Scheme for Kilmeague School and Perceval Endowment, already fixed for Saturday, December 10, was postponed till Friday, December 16, or Saturday, December 17, whichever date would best suit the convenience of the Judicial Commissioners.

The Commissioners adjourned.

GERALD FITZGIBBON,
November 26, 1892.

N. D. Murphy, Secretary.

November 26, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

The letter from the Under Secretary, Dublin Castle (Nov. 23), in connection with the expenses of the Commission for the year 1893-4, was considered, and it was decided that the Assistant Commissioners should prepare a memorandum thereon.

The Draft letter to the Mayor of Limerick in reply to his letter (Nov. 19), as to the Valuation of Roxborough Road School Premises, was considered, and ordered to be sent.

A letter (Nov. 18) as to the Crofton Endowment, signed by the Rector of Macroom and others, was brought up and a reply, as drafted, ordered to be sent.

The Secretary called attention to the interruption in the business of the office caused by the delay in the execution of the printing work of the Commission, entrusted to the care of Messrs. Alexander Thom and Co., Limited, and a letter, as drafted, was ordered to be written to the Secretary of the Company on the matter.

The Secretary was directed to write, in terms as drafted, to the Under Secretary, Dublin Castle, as to the revision of the Scheme for the Diocesan Schools and Banagher Royal School Endowments.

The Commissioners adjourned.

H. B. WILSON,
November 30, 1892.

N. D Murphy, Secretary.

November 30, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

A letter was read from Rev. R. S. Simpson [Nov. 29], as to a proposed Scheme for Dungannon Presbytery.

Reply, as drafted, ordered to be sent.

Letters also read:—

S. Cunningham (Nov. 28), acknowledging letter *re* North East Agricultural Asssociation.

J. F. Smeeth (Nov. 26), enclosing Annual Report of Rathmines Township Sunday and Daily Schools.

Very Rev. Dean Dickinson (Nov. 26), as to a Supplemental Scheme for Alexandra College and School.

E. M'Neill (Nov. 19), addressed to Dr. Traill, as to Ballintoy School.

Rev. J. F. Cole (Nov. 29), enclosing copy of Rental in connection with Portarlington Free School.

T. Greene, Secretary, Representative Church Body (Nov. 26), as to the Scheme for the Parochial Schools of the Dioceses of Killala and Achonry.

A letter from Mr. Henry, Solicitor [Nov. 29], as to the Presbyterian Congregation of Enniscorthy, was reserved for a full meeting of the Commission.

The Secretary reported that Messrs. Alex. Thom & Co., Limtd., were now in a position to carry out the printing work of the Commission.

The Commissioners adjourned.

ANTHONY TRAILL,
December 2, 1892.

N. D. Murphy, Secretary.

December 2, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read:—

M. Comerford (Nov. 30), as to the Viscount Limerick's Endowment, Dundalk.

J. A. French (Nov. 30), as to Sir William MacMahon's Will in connection with the Mountfield National School, and Cappagh Mayne National School.

Replies, as drafted, ordered to be sent:—

A letter was read from the Under Secretary, Dublin Castle [Nov. 30], authorizing the Commissioners to proceed with the valuation of Roxborough Road School Premises.

It was agreed that the matter should be brought up on Saturday, provided Lord Justice FitzGibbon should be present.

The Objections and Amendments to the Schemes for the Parochial Schools of the City of Dublin and the Parochial Schools of the United Dioceses of Dublin, Glendalough, and Kildare, submitted on behalf of the Joint Diocesan Synods of Dublin, Glendalough, and Kildare, by the Committee appointed by the Joint Synods to consider these Schemes, were brought up and considered, and referred to Dr. Traill for his observations thereon.

It was agreed that a Public Sitting should be held some time in January to consider the Objections and Amendments to these Schemes, at a date to be subsequently determined.

The Memorandum brought up on the Estimates for the year 1893–94, was considered, and it was agreed that the matter should be brought up on Saturday, provided Lord Justice FitzGibbon should be present.

The Commissioners adjourned.

WILLIAM O'BRIEN.

N. D. Murphy, Secretary.

December 3, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

A letter was read from J. Henry (Dec. 2), as to the Objections and Amendments to the Scheme for the Kilmeague School and Perceval Endowment, and a reply, as drafted, ordered to be sent.

The Memorandum on the Estimates for the year 1893–94, was again brought up, and the proposed reply to the letter [Nov. 23] from the Under Secretary, Dublin Castle, on the subject was discussed.

The letter (Nov. 30), from the Under-Secretary, Dublin Castle, authorizing the Commissioners to proceed with the valuation of Roxborough Road School Premises, was brought up and instructions given thereon.

A reply, as drafted, was ordered to be sent to the letter [Nov. 29], from Mr. Henry, Solicitor, in connection with the Enniscorthy Presbyterian Congregation.

It was provisionally agreed that a Public Sitting should be held on Monday, January 9, 1893, to consider the Objections and Amendments lodged against the Scheme for the Parochial Schools of the City of Dublin, and the Scheme for the Parochial Schools of the United Dioceses of Dublin, Glendalough, and Kildare.

It was agreed that the following Schemes should be published on December 19.

159. Chetwode's and Stearne's Charity.
160. Endowments of the Limavady Presbytery.
161. Rathmines Township Sunday and Daily Schools.
162. The M'Gowan Endowments.
163. Lord Weymouth's Grammar School, Carrickmacross.
164. Portarlington Free School.
165. Dungonnell School.
166. Endowments of the Templepatrick Presbytery.
167. Alexandra College and School [Supplemental].
168. Endowments of the Glendermot Presbytery.

The Commissioners adjourned.

GERALD MOLLOY,
December 7, 1892.

N. D. Murphy, Secretary.

December 7, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

A letter (Dec. 7) was read from W. M. Mitchell, saying he will undertake the valuation of Roxborough Road School Premises as requested.

A Minute (Dec. 2) was read from the Under Secretary, Dublin Castle, as to the Annual Report of the Commission.

Reply, as drafted, ordered to be sent.

The Secretary was directed to write to Messrs. Thom & Co. (Limited), with a view to expediting the printing work of the Commission.

January 6 was provisionally fixed as the date of a Public Sitting, to be held in Derry, to consider the suggestions as to a Supplemental Scheme for the Gwyn and Young Endowments.

The Draft Scheme, No. 162, for the M'Gowan Endowments was considered and passed.

The Secretary was directed to write, in terms as drafted, to Very Rev. Dean Dickinson and to W. G. Brooke, Esq., M.A., as to the application for a Supplemental Scheme on behalf of Alexandra College.

The Commissioners adjourned.

GERALD FITZGIBBON,
December 9, 1892.

N. D. Murphy, Secretary.

December 9, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Letters read:—

Rev. Canon Newland (Dec. 8), applying for a copy of the Scheme for the Diocese of Derry.
T. Ware (Dec. 8), suggesting amendments in the Supplemental Scheme for the City of Cork Parochial Schools, and Cork, Cloyne and Ross Parochial Schools.
A. Gray (Dec 7), addressed to Dr. Wilson, as to the Scheme for the Rathmines Township Sunday and Daily Schools.

Replies, as drafted, ordered to be sent.

A letter (Dec. 6) from Rev. J. K. Leslie, as to the Presbytery of Tyrone, was read, and the reply thereto already drafted by Lord Justice FitzGibbon was approved.

Letters also read:—

Rev. C. K. Toland (Dec. 8), as to the Schedules of the Scheme for Strabane Presbytery.
W. G. Brooke (Dec. 8), as to the Supplemental Scheme for Alexandra College.

The Secretary was directed to write, in terms as drafted, to the Rev. R. P. Graves, in connection with the application for a Supplemental Scheme for Alexandra College.

It was agreed that a Public Sitting to hear the Objections and Amendments lodged against the Schemes for the Dublin City Parochial Schools and the Parochial Schools of the United Dioceses of Dublin, Glendalough and Kildare, already provisionally fixed for Monday, January 9, 1893, should be postponed to Tuesday, January 10.

The Commissioners adjourned.

H. B. Wilson,
December 17, 1892.

N. D. Murphy, Secretary.

December 10, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

No. 10.—Alexandra College and School.—Application for a Supplemental Scheme.

Very Rev. Dean Dickinson, Warden, Rev. R. P. Graves, M.A., LL.D., Vice-Warden, and Rev. T. R. S. Collins, M.A., Secretary and Bursar, were present representing the Council of Alexandra College, and conferred with the Commissioners as to the details of a Supplemental Scheme for the above Endowments.

A letter (Dec. 9) was read from Rev. R. T. Simpson as to vested Schools in connection with the Dungannon Presbytery, and a reply, as drafted, ordered to be sent.

The paragraph to appear in the Annual Report with regard to the three Schemes for the Limerick Endowments was considered and amended, a note being appended by Dr. Traill.

A letter (Dec. 8) from the Under Secretary, Dublin Castle, as to the Estimates of the Commission for the year 1893–4, was read, and a reply, as drafted, was agreed to.

The Commissioners adjourned.

H. B. Wilson,
December 17, 1892.

N. D. Murphy, Secretary.

December 14, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Letters read:—

Rev. D. Wark (Dec. 12), as to the Munster Presbytery.
Rev. J. F. Cole (Dec. 13), as to Portarlington Free School.
James Henry, Solicitor (Dec. 13), as to Enniscorthy Congregation in connection with the Dublin Presbytery.

Replies, as drafted, ordered to be sent.

Letters also read:—

Messrs. Farrer & Co. (Dec. 10), as to Carrickmacross Endowed School.
W. E. Rogers (Dec. 10), as to the Scheme for the Dioceses of Down and Connor and Dromore.
Rev. H. M. Butler (Dec. 12), as to Drumachose National School, Limavady Presbytery.
John Strangman (Dec. 13), as to the Waterford City Protestant Orphan Institution.

The Draft Scheme, No. 164, for Portarlington Endowed School was considered and passed

The Annual Report was considered and passed.

The Commissioners adjourned.

H. B. WILSON,
December 17, 1892.

N. D. Murphy, Secretary.

December 16, 1892.

PUBLIC SITTING

Of the Commission held this day at the Schoolhouse, Kilmeague.

Present:—Dr. TRAILL, Dr. WILSON.

Mr. Macartney, the Shorthand Writer, was in attendance.

THE KILMEAGUE SCHOOL AND PERCEVAL ENDOWMENT.

Mr. William Fry, Solicitor, appeared for the Rev. George Garrett, Manager of the School.

Mr. James Henry, Solicitor, appeared for the Parishioners.

Dr. Traill made an introductory statement.

The following witnesses were sworn and examined:—

William Curtis.
George Lowe.
Francis Hill.
William Thornton.
Samuel Strong.
Joseph Carter.
Joseph Lazerby.
Philip Strong.
Thomas Mape.
Thomas Wilson.
Richard Nevitte.
Thomas Murdock.
William Vaughan.

Rev. George Garrett was examined, having been sworn on a previous occasion.

Mr. William Fry and Mr. James Henry made statements.

Previous to the sitting the Commissioners visited the old Kilmeague Schoolhouse and inspected the new Schoolhouse.

The Commissioners adjourned.

December 17, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meetings were read and confirmed.

Letters read:—

The Town Clerk, Limerick (Dec. 14), as to the valuation of Roxborough Road School Premises.
Rev. D. Wark (Dec. 15), as to the Munster Presbytery.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. J. M'Cay (Dec. 13), as to DonegalPresbytery
Rev. W. J. Steele (Dec. 14), as to the Dromore Presbytery.
Rev. J. F. Cole (Dec. 16), as to Portarlington Endowed School.
Rev. H. F. MacDonald (Dec. 14), as to Raphoe Diocesan Endowments.
W. M. Mitchell [Dec. 16], enclosing valuation of Roxborough Road School Premises.

The Annual Report of the Commission was signed by the Commissioners.

The question of the Erasmus Smith Endowments was discussed.

The Schemes for the following Endowments were considered and passed.

No. 163.—Lord Weymouth's Grammar School, Carrickmacross.
No. 165.—The Dungonnell School, Killead.

The Commissioners adjourned.

GERALD FITZGIBBON,
December 21, 1892.

N. D. Murphy, Secretary.

December 21, 1892.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY.

Minutes of preceding meeting were read and confirmed.

Letters read :—

Rev. B. Moffett (Dec. 20), two letters as to the Governing Body of Lord Weymouth's School, Carrickmacross.
D. J. Kyle (Dec. 20), as to the Mountfield School Endowment.
Rev. R. G. M. Webster, as to the Scheme for the Dublin Protestant Reformatory Schools.
Rev. T. Campbell (Dec. 20), as to the Schedule to the Scheme for the Dioceses of Down and Connor and Dromore.

Replies, as drafted, ordered to be sent.

A letter was also read from Rev. J. M. Hamilton (Dec. 20), as to the Supplemental Scheme for the Dublin Presbytery.

The usual directions as to closing the Office during the Christmas Holidays were given.

The Draft Schemes for the following Endowments were finally considered and passed:—

No. 161.—The Rathmines Township Sunday and Daily Schools.
No. 166.—The Presbytery of Templepatrick.

The Commissioners adjourned.

ANTHONY TRAILL,
January 11, 1893.

N. D. Murphy, Secretary.

January 4, 1893.

PUBLIC SITTING

Of the Commission held this day at the Courthouse, Castlederg.

Present :—Dr. TRAILL, Dr. WILSON.

Mr. David Pressley, Shorthand Writer, was in attendance.

Dr. Traill made an introductory statement.

CASTLEDERG SCHOOL [EDWARDS ENDOWMENT].

Mr. Charles Mullin, Solicitor, appeared for Rev. Dr. Gatchell, Manager of the School.

The following were sworn and examined :—

Rev. Dr. Gatchell.
Rev. James M'Cay.
Andrew Gailey.
Robert Woods Smith.
Dr. Thomas Leary, J.P.
James Gamble.

John M'Cay and Mr. Mullin, Solicitor, made statements.

Previous to the sitting the Commissioners visited and inspected the Edwards School.

The Commissioners adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 5, 1893.

PUBLIC SITTING

Of the Commission held this day at the Courthouse, Londonderry.

Present :—Dr. TRAILL, Dr. WILSON.

Mr. David Pressley, the Shorthand Writer, was in attendance.

GWYN'S INSTITUTION AND JOSEPH YOUNG'S CHARITY.

Serjeant Dodd, Q.C., instructed by Dr. J. Kelso Reid, Solicitor, appeared for the Gwyn Governors.

Mr. John Cooke, B.L., instructed by Mr. W. L. Gilliland, Solicitor, appeared for the Young Governors.

Dr. Traill made an introductory statement.

Mr. Cooke made a statement.

The following were sworn and examined :—

Rev. James Cargin.
Alexander Black, Esq., J.P.
John Cooke, Esq., J.P.
Rev. Robert Ross, D.D.
Dr. Walter Bernard.
Annie Galbraith.
George Knox Gilliland, Esq., J.P.
William Tillie, Esq., D.L.
Mr. David Lowe.
W. F. Biggar, Esq., J.P.

Mr. Joseph Cooke, J.P., Serjeant Dodd, Q.C., and Mr. W. L. Gilliland, Solicitor, made statements.

The Commissioners adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 6, 1893.

Stated Attendance of the Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON.

Letters read :—

Rev. W. Matchette (Jan. 3), as to the Scheme for Ballintoy School.
Sir W. Quartus Ewart (Dec. 30), addressed to the Under-Secretary, Dublin Castle, refusing to act as Governor under the Scheme for the Dioceses of Down and Connor and Dromore.
Rev. T. R. Hamilton (Dec. 24), as to Strandtown National School, Diocese of Down.
C. C. T. Parez (Dec. 29), as to the appointment of Inspectors of Irish Schools.
Rev. R. Wallace (Dec. 26), as to Consent Forms in connection with Omagh Presbytery.
Rev. H. B. Hewson (Dec. 27), as to Objections to the Scheme for the United Dioceses of Dublin, Glendalough, and Kildare.
Rev. J. F. Cole (Dec. 30), as to the Scheme for Portarlington Endowed School.
Rev. B. Moffett (Dec. 29), as to Carrickmacross Endowed School.
R. Perceval Maxwell (Dec. 20), as to Inch Schoolhouse, Dioceses of Down and Connor and Dromore.
P. E. Taylor (Dec. 27), as to Advertisements for the *Evening Echo*.

Replies, as drafted, ordered to be sent.

Letters also read :—

Town Clerk of Limerick (Jan. 3), as to the Scheme for Limerick Technical Education.
Rev. W. Marrable (Dec. 28), as to the Scheme for the Parochial Schools of the City of Dublin.
Rev. H. T. MacDonald (Dec. 28), encloses Schedule to be included in the Amending Scheme for the Robertson Endowments.
Rev. W. M'Coy (Dec. 27), encloses Schedules and information *re* Donegal Presbytery.
Rev. D. Parke (Dec. 28), sends additional Schedule for the Scheme for Banbridge Presbytery.
Rev. W. Stuart (Dec. 29), as to the Scheme for Connaught Presbytery.
Rev. S. Graham (Dec. 22), gives additional Schedule for the Scheme for the Dromore Presbytery.
Rev. R. Wallace (Dec. 21), as to the Scheme for Dungonnell School.
Rev. H. M. Butler (Dec. 21), as to "Consents" for Limavady Presbytery.
Rev. T. S. Graham (Dec. 28), sends additional Schedule for Comber Presbytery Scheme.

A letter was also read from Rev. W. Sherlock (Dec. 26), as to the Scheme for Hewetson's School, Clane, and a reply, as drafted, ordered to be sent.

Several applications for copies of Draft Schemes were reported.

Details in connection with the Public Sitting to be held in the Office on Tuesday, January 10, at 12 o'clock, were arranged.

The Commissioners adjourned.

ANTHONY TRAILL,

N. D. Murphy, Secretary. January 11, 1893.

January 10, 1893.

PUBLIC SITTING

Of the Commission held this day at the Office, 23 Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Dr. Traill, Dr. Wilson.

Mr. G. King Magee, the Shorthand Writer, was in attendance.

Draft Scheme No. 147.—The Parochial Schools of the United Dioceses of Dublin, Glendalough, and Kildare.

Draft Scheme No. 158.—The Parochial Schools of the City of Dublin and Neighbourhood, the Ralph Macklin Endowment, the Griffith Endowment, and other Endowments in the City of Dublin.

(Objections and Amendments).

The following Members of the Committee appointed to represent the Joint Diocesan Synods of Dublin, Glendalough, and Kildare were present:—

Ven. The Archdeacon of Dublin, D.D.
Rev. Robert Walsh, D.D.
Very Rev. The Dean of the Chapel Royal, D.D.
Rev. Robert Stoney, D.D.
Rev. H. Kingsmill Moore.
Rev. J. W. Tristram, D.D. [Secretary.]
Rev. J. H. Walsh, D.D.
Rev. W. H. Morrison.
Rev. A. L. Elliot.
Rev. R. D. Bluett.

The following were also present:—

Very Rev. William Conyngham Green, A.M.
Rev. R. G. M. Webster.
Rev. Canon M. W. Jellett, A.M., LL.D.
Very Rev. The Dean of St. Patrick's.

John Wakely, Esq. (instructed by Messrs. H. T. Dix and Sons), appeared on behalf of the Governors of Love's Charity.

Lord Justice FitzGibbon made an introductory statement.

The following also made statements:—

Ven. The Archdeacon of Dublin.
Rev. J. W. Tristram, D.D.
Rev. R. D. Bluett.
Rev. A. L. Elliott.
Very Rev. The Dean of the Chapel Royal, D.D.
Rev. Robert Walsh, D.D.
Rev. Robert Stoney, D.D.
W. S. Wakely, Esq.

The Commissioners adjourned.

Anthony Traill,
January 11, 1893

N. D. Murphy, Secretary.

January 11, 1893.

Meeting of the Commission held this day at the Office, 23 Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of the two preceding Meetings and the Stated Attendance of January 6, were read and confirmed.

Letters read:—

Rev. J. W. Atkin (Jan. 10), as to Cork City, and Cork, Cloyne, and Ross Parochial School Scheme (Supplemental).

Messrs. Maunsell and Son (Jan. 10), as to the Scheme for Donaghadee Free Schools.

Replies, as drafted, ordered to be sent.

Letters also read:—

J. J. Hazlett (Jan. 6), as to Ralph Macklin Schools.

Rev. R. G. M. Webster (Jan. 10), as to the Scheme for the Dublin Protestant Reformatory Schools.

Rev. H. B. Hewson (Jan. 10), as to Objections to the Scheme for the Parochial Schools of the United Dioceses of Dublin, Glendalough, and Kildare.

W. Louis Gilliland (Jan. 9), as to the Gwyn and Young Endowments.

The Commissioners adjourned.

H. B. WILSON,

January 13, 1893.

N. D. Murphy, Secretary.

January 13, 1893.

Meeting of the Commission held this day at the Office, 23 Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Dr. TRAILL, Dr. WILSON.

Minutes of preceding Meeting were read and confirmed.

Letters read:—

J. P. Butler (Jan. 12), giving particulars as to the Schedules of the Scheme for the Templepatrick Presbytery.

R. Perceval Maxwell (Jan. 11), addressed to the Under-Secretary, Dublin Castle, as to the Schedules to the Scheme for the Dioceses of Down and Connor and Dromore.

J. J. Murphy (Jan. 11), as to the same Scheme.

Replies, as drafted, ordered to be sent.

Letters also read:—

The Under-Secretary, Dublin Castle (Jan. 11), as to the system of Inspection required by the Educational Endowments Ireland Act.

Rev. Dr. Nicholas (Jan. 12), enclosing Return of Methodists in the neighbourhood of the Erasmus Smith estates.

The letter (Jan. 10) from Messrs. Maunsell and Son as to Donaghadee Free Schools was re-considered, and a reply, as drafted, ordered to be sent.

The Report of the valuation of Roxborough Road School Premises, submitted by Mr. Mitchell, was discussed, and the Secretary was directed to write, in terms as drafted, with reference thereto.

The Commissioners adjourned.

GERALD FITZGIBBON,

January 14, 1893.

N. D. Murphy, Secretary.

January 14, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

J. J. Murphy (Jan. 13), as to objections to the Scheme for the Parochial Schools of the Dioceses of Down and Connor and Dromore.

Rev. J. Jackson (Jan. 12), as to Scheme for John Sharp's Endowment, Ballycastle.

Replies, as drafted, ordered to be sent.

A letter was also read from the Town Clerk of Limerick (Jan. 13), as to the Governing Body under the Scheme for the Limerick Endowment for Technical Education, and the Secretary was directed to write, in terms as drafted, to the Under Secretary, Dublin Castle, on the subject.

Letters also read:—

C. H. Brett (Jan. 13), as to the Ladies' Industrial School, Belfast.

W. Louis Gilliland (Jan. 13), as to the Gwyn and Young Endowments.

The Report of the Assistant Commissioners of September 27, 1892, with regard to Killinchy Schools, was brought up and agreed to; the Scheme to be proceeded with by the Judicial Commissioners.

The heads of a Scheme for the Love and Gardiner Endowments were discussed and agreed to.

It was agreed that the next batch of Schemes should be published on January 31, and that a set of Schemes should be prepared for signature by the Judicial Commissioners on January 23.

The Commissioners adjourned.

GERALD FITZGIBBON,
January 18, 1893.

N. D. Murphy, Secretary.

January 18, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

J. G. Alcorn, Secretary, Commissioners of Charitable Donations and Bequests (Jan. 17), as to the Scheme for the Urith Paul Endowment.

Rev. B. Moffett (Jan. 17), enclosing copy of Deed relating to Lord Weymouth's Endowed School, Carrickmacross.

D. R. Moore (Jan. 17), as to the Scheme for Killinchy Schools.

Rev. T. Moore (Jan. 14), as to the Scheme for Midleton Endowed School.

Rev. J. M. Hamilton (Jan. 17), as to the proposed Supplemental Scheme for Dublin Presbytery.

W. Louis Gilliland (Jan. 13), read a second time, as to the Gwyn and Young Endowments.

Herbert Taylor, Her Majesty's Stationery Office (Jan. 16), wants copies of the Scheme for the Gilson Schools, Oldcastle.

J. Taylor (Jan. 16), as to progress of the Scheme for the Erasmus Smith Endowments.

Rev. R. J. Ford (Jan. 16), as to the progress of the Scheme for the Sandford Endowment, Castlerea.

The Most Noble the Marquess of Dufferin and Ava (Jan. 13), as to the Scheme for the M'Gowan Endowments.

Rev. R. J. Clarke (Jan. 14), }
R. A. Perceval Maxwell, } As to Schedules to the Scheme for the Dioceses of Down and Connor and Dromore.

J. C. Pounden (Jan. 14), as to the Ferns Diocesan Scheme.

T. T. L. Overend (Jan. 14), as to the Scheme for the Urith Paul Endowment.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. Canon T. Twigg (Jan. 14), addressed to Dr. Traill, as to Swords Borough School (Old).
W. M. Mitchell (Jan. 18), as to his valuation of Roxborough Road School Premises.
Rev. J. Bingham (Jan. 17), as to the Scheme for Comber Presbytery.
Rev. R. M'Bride (Jan. 17), as to Templepatrick Presbytery.
Rev. R. A. Bain (Jan. 17), as to Connaught Presbytery.
Rev. Alexander Gordon (Jan. 16), as to the Scheme for the Stanhope Street Schools, Belfast.
Messrs. Maunsell and Son, as to the Scheme for the Donaghadee Free Schools.
W. G. Brooke (Jan. 16), as to the Scheme for the Victoria Jubilee Fund (Church of Ireland).

The following Agenda Paper was settled for the consideration of the meeting to be held on Saturday, January 21:—

To consider the Declarations of the Lord Lieutenant in Council with regard to the following Schemes, with a view to the preparation of Amended Schemes:—

No. 90. The Diocesan Schools and Banagher Royal School Endowments, "Roxborough Road."
No. 95. The Leamy Endowment.

To consider the objections lodged to the following Draft Schemes:—

No. 123. The Charleville Endowment.
No. 125. The Charlton Endowment.
No. 136. The Sandford Endowment, Castlerea.
No. 143. The Viscount Limerick's Endowment, Dundalk.
No. 145. The Cramsie Endowment, Ballymoney.
No. 148. Kilkenny Subscription School.
No. 149. The Pembroke Technical School.

The Commissioners adjourned.

GERALD FITZGIBBON,
January 20, 1893.

N. D. Murphy, Secretary.

January 20, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter from Alexander Gordon (Jan. 16), as to the Scheme for the Stanhope Street Schools, Belfast, was again brought up, and a reply, as drafted, ordered to be sent.

Letters read:—

T. J. Nixon (Jan. 18),
Rev. R. Wallace (Jan. 19), } As to the Scheme for Dungonnell School.
Very Rev. Dean Skipton (Jan. 18), as to the Diocesan Scheme for Killala and Achonry.
Ven. Archdeacon Tait (Jan. 18), as to the Scheme for the Diocese of Tuam.
Sir W. Quartus Ewart (Jan. 18), as to the Scheme for the Dioceses of Down and Connor and Dromore.

Replies, as drafted, ordered to be sent.

Letters also read:—

J. Brown (Jan. 19), enclosing cost of publication of Scheme for the Belfast Natural History and Philosophical Society.
Rev. H. Kingsmill Moore (Jan. 19), as to the Church of Ireland Training College.
Rev. R. W. Ballard (Jan. 18), applying for copy of Scheme for the Limerick Endowment for Technical Education.

The Secretary reported the delay in the work of the Commission, owing to the want of expedition on the part of the Queen's Printer, and a letter, as drafted, was directed to be written to the Under Secretary, Dublin Castle, on the subject.

The Commissioners adjourned.

ANTHONY TRAILL,
January 21, 1893.

N. D. Murphy, Secretary.

January 21, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

The Under Secretary, Dublin Castle (Jan. 19), as to the Board of Trustees of the Limerick Endowment for Technical Education.

Rev. J. Wilson (Jan. 20), as to "Consent Forms" in connection with Donegal Presbytery.

Replies, as drafted, ordered to be sent.

Letters also read:—

The Under Secretary, Dublin Castle (Jan. 19), covering enclosure as to provision to be made for the Commission for the coming year.

R. A. Perceval Maxwell (Jan. 20), as to Inch School, Diocese of Down and Connor and Dromore.

J. W. Anderson (Jan. 20), as to the Scheme for the Belfast Library and Society for Promoting Knowledge.

Drummond Grant (Jan. 20), as to the Supplemental Scheme for the Coleraine Academical Institution.

The result of the Public Inquiry held in Kilmeague, on Friday, December 16, 1892, as to the Kilmeague School and Perceval Endowment Scheme, was reported by the Commissioners who attended on the occasion, and the Secretary was directed to write, in terms as drafted, to the Clerk of the Crown and Peace for the county of Kildare on the subject.

The Scheme for the Diocesan Schools and Banagher Royal School Endowments was discussed, and having carefully considered the Architect's valuation of Roxborough Road School Premises, and the correspondence relating thereto, the Commissioners came to the conclusion that the actual site of the existing buildings, with so much of the adjoining land as was reasonably necessary for its use as a building, being about one-fourth of the entire space, ought to be excluded from the valuation of the land as building ground, if the valuation of the buildings was charged in full; on that basis they arrived at a valuation of £831, by deducting one-fourth of the full valuation of the lands from the total of £975, given in the Architect's Report.

With regard to the objections to the above Scheme, forwarded by Mr. Biggs on behalf of the Board of Education of the Diocese of Tuam, the Commissioners came to the conclusion that, in addition to the fact that the objections were not furnished before the Scheme was remitted, they would not open afresh the principle of the objections, having regard to the mode in which the Endowments of the Diocesan Schools were dealt with by the Church Act, and the sources from which the portions of these Endowments, dealt with by the Scheme, were derived.

The principles on which an amended Scheme for the above Endowments should be framed in pursuance of the Declaration of the Lord Lieutenant in Council, dated August 24, 1892, were settled in accordance with the above conclusions.

It was agreed that the two following Schemes should stand over for the presence of Monsignor Molloy:—

No. 123. The Charleville Endowment, County Cork.

No. 125. The Charlton Endowment.

The principles on which Scheme No. 136, the Sandford Endowment, Castlerea, should be revised were settled, as follows:—

1. That the income should be paid to the Manager of the Estate School mentioned in the Scheme, so long as such School should be conducted under the Board of National Education.

2. That in the event of the School ceasing to be so conducted, the income should be paid to the Manager of such National School, within ten miles of Castlerea, as the Bishop shall under his hand certify to the Commissioners of Charitable Donations and Bequests to be a National School, in which the money may be applied as in the Scheme directed.

3. That failing such certificate, the income should be accumulated by the said Commissioners until disposed of in accordance with the provisions of the Scheme, or until some alteration thereof be obtained.

4. That such alterations in the Scheme should be applied for by the Bishop.

The principles on which Scheme No. 145, The Cramsie Endowment, Ballymoney, should be revised, were agreed to, as follows:—

1. That the headings descriptive of the characters of the first named Trustees should be erased.

2. That the successors of these Trustees should be appointed in accordance with the provisions of the Scheme.

3. That the number of Trustees should not be increased as applied for by Rev. R Knowles.

4. That with regard to the distribution of the Endowment, the Trustees should be entitled to call on the Managers of the Schools to furnish reports of attendances, and to verify the same.

The Secretary was directed to write, in terms as drafted, to the Right Rev. the Bishop of Elphin, as to the revision of the Scheme for the Sandford Endowment, Castlerea.

The Commissioners adjourned.

WILLIAM O'BRIEN,
January 25, 1893.

N. D. Murphy, Secretary.

January 25, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:

R. A. Perceval Maxwell (Jan. 23), as to Inch School, Dioceses of Down and Connor and Dromore.

Messrs. Baker and Ringwood (Jan. 23), as to the Scheme for the Royal Irish Academy of Music and Coulson Endowment.

Most Rev. Dr. FitzGerald, Lord Bishop of Ross (Jan. 22), addressed to Sir Thomas Brady, as to Baltimore Fishery School.

J. G. Alcorn (Jan. 24), as to the Urith Paul Endowment.

W. B. Lacy (Jan. 24), as to the Scheme for the Munster Dairy School and Agricultural Institute.

Replies, as drafted, ordered to be sent.

Letters also read:

Rev. B. Moffett (Jan. 21), sends receipt *re* Deed for Carrickmacross School.

Rev. J. W. Atkin (Jan. 23), as to the Scheme for Cork City Parochial Schools, and the Parochial Schools of the Dioceses of Cork, Cloyne, and Ross.

W. Rowan (Jan. 21), as to the Scheme for the Parochial Schools of the Dioceses of Ardfert and Aghadoe.

Very Rev. W. Warburton (Jan. 21), as to Bishop Hodson's Grammar School.

W. J. Meldon (Jan. 21), as to the Anne Hall Endowments.

T. T. L. Overend (Jan. 21), *re* Urith Paul Endowment.

D. Pressly (Jan 21), enclosing account for shorthand reports.

Rev. J. A. Bain (Jan 20), as to the Schedule of Connaught Presbytery Scheme.

The state of the Schemes published for Larne Grammar School and the Strabane Academy was considered, and the Secretary was directed to write, in terms as drafted, to the Governing Bodies of both these Endowments.

Progress of work of the Commission.

I. It was finally arranged that the following list of Endowments should be dealt with in Draft Schemes to be published on January 31:—

Endowments of the Glendermot Presbytery.
Endowments of the Strabane Presbytery.
Edwards Endowment, Castlederg.
Gardiner's Charity and Love's Charity.
Alexandra College and School (Supplemental).
Endowments of the Coleraine Presbytery.

II. With regard to the following Endowments, directions were given to the Secretary as subjoined in each case:—

"The Levinge Charity."

That a Copy of the Founder's Will should be procured, and submitted to the Assistant Commissioners for their Report.

"The Netterville Charity, Dowth."

That a copy of the Founder's Will, and of the Chancery Scheme of 1832, should be procured, and submitted to the Assistant Commissioners for their Report.

"Mullabrack, Cabragh School."
"Jackson's Schools, Monaghan."

That letters should be written, in terms as drafted, to the Manager of each of these Schools.

"Quin's Charity, Tramore."
"Kilkenny Marriage Portions."
"Carlow Apprenticeship Fees."

That application should be made to the Commissioners of Charitable Donations and Bequests for information as to these Endowments.

"Ardee Rent Charge."

That it should stand over for the settlement of the Erasmus Smith question.

"Mason Blue School, Waterford."

That a letter should be written, in terms as drafted, to R. T. Carew.

"Drummond Institution, Chapelizod."

That a letter should be written, in terms as drafted, to the Governors of the Institution.

The Commissioners adjourned.

GERALD MOLLOY,
January 27, 1893.

N. D. Murphy, Secretary.

January 27, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read:—

Rev. Oliver M'Cutcheon (Jan 25), applying for Supplemental Scheme for the Methodist College, Belfast.

Rev. Dr. Johnston (Jan. 25), applying for modifications in the Scheme for Brown Street Sunday and Daily Schools, Belfast.

D. Grant (Jan. 24), as to the Supplemental Scheme for Coleraine Academical Institution.

Rev. P. J. Horgan (Jan. 9), addressed to Monsignor Molloy, as to a Bequest connected with the Mount Cashell Estate.

Replies, as drafted, ordered to be sent.

Letters also read:—

J. W. Dane (Jan. 25), as to the Kilmeague School and Perceval Endowment.

Rev. Canon Babington (Jan. 23), stating that no modification is required in the Scheme for the Diocese of Derry.

The Assistant Secretary was directed to write, in terms as drafted, to the Agent of the Mount Cashell Estate, for information as to the Bequest referred to in the letter of the Rev. P. J. Horgan.

It was directed that a list of the Endowments for which Amending Schemes are required should be made out.

H. B. WILSON,
January 28, 1893.

Frederick Redmond, Assistant Secretary.

January 28, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY.
Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Sir Quartus Ewart (Jan. 27), as to the Governing Body of the Scheme for the Dioceses of Down and Connor and Dromore.

Rev. C. Seaver (Jan. 27), objecting to the Schedules of the same Scheme.

Replies, as drafted, ordered to be sent.

A letter (Jan. 25) from Rev. O. M'Cutcheon, as to the Methodist College, Belfast, was again brought up, and a letter, as drafted, ordered to be written in reply.

The following Draft Schemes were considered and passed, and ordered to be published.

No. 167. Love's Charity and Gardiner's Charity, Dublin.
No. 168. Endowments of the Presbytery of Glendermot.
No. 169. Endowments of the Presbytery of Strabane.
No. 170. The Edwards Endowment, Castlederg.

The question of the Rahan (Cotter) Endowment was considered, and it was agreed:—

That no action is necessary, as the Endowment is at present being applied for Educational purposes by the Trustees, who have authority to distribute it in accordance with the Will of the Founder.

With regard to the following Endowments, rulings as subjoined were made:—

"Foyle College."

"The Commissioners having considered their resolution of April 29, 1887 (Report 1886–87, page 58), 'That the Scheme be not finally adopted and published until the Commissioners have a further opportunity of considering how the claims of the several religious denominations in the locality can be satisfied.

It was agreed:—

"That it appearing that the Public Endowments in Foyle College are now represented by the buildings, and that the annual contributions of the Irish Society cannot be dealt with as Endowments under the Act, the Commissioners do not think it expedient to prepare a Scheme.

"The present Endowments could not be transferred to any other Institution, and no sufficient reason appears for interfering with their present management, which is carried out under the Act 37 & 38 Victoria, cap. 79."

"Parson Persse's Charity."

It was agreed that a Scheme should be prepared, and the heads of the same were settled.

"Stratford Lodge Schools."

A letter, as drafted, was ordered to be written to the Commissioners of Charitable Donations and Bequests on this subject.

"Townsend Street Female Orphan School."

Same as Stratford Lodge Schools.

"Crofton's School, Wicklow."

It was agreed that no Scheme was required.

The Assistant Secretary was directed to write, in terms as drafted, to persons interested in the following Endowments, with a view to eliciting information as to the advisability of preparing Schemes for the same:—

Clonmel Charitable School.
Lowton Apprenticeship Fund (Unitarian).
Adelaide School, Bruff.
Stoneyford School, Kilkenny.
Hill Schools, New Ross.
Ballymoyle School.
Kilkee National School.
Roche's Endowment, Aghada.
Cork School of Science, Art, and Music.
Abbey Street Schools, Armagh.
Templemore, Carrowreagh, School.
Aghaloo, Crilly, School.
Unitarian Schools, Dublin.
Clontumpher School.
Trinity Church Infant School, Belfast.

The Assistant Secretary was directed to write, in terms as drafted, to Mr. Arthur Trench, in reply to his letter (Jan. 27), as to the copy deed relating to Carrickmacross School.

The Commissioners adjourned.

ANTHONY TRAILL,
February 3, 1893.

Frederick Redmond, Assistant Secretary.

February 1, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

The Draft Schemes for the following Endowments were submitted, passed, and ordered to be published:—

No. 171. Alexandra College and Alexandra School (Amending Scheme).
No. 172. Coleraine Presbytery Endowments.

Correspondence as to various Endowments were reported.

The Commissioners adjourned.

ANTHONY TRAILL,
February 3, 1893.

Frederick Redmond, Assistant Secretary.

February 3, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of the two preceding meetings were read and confirmed.

Letters read :—

B. R. Balfour (Jan. 30), suggesting amendments in the Scheme for the Leigh Charity.
S. Brown (Jan. 30), suggesting amendments in the Scheme for the Belfast Natural History and Philosophical Society.
Rev. J. J. Melvin (Feb. 1), as to Burne's Charity, Templeboy.
Rev. W. M. Mullen, D.D., suggesting amendments in the Scheme for the Methodist Female Orphan School.

Replies, as drafted, ordered to be sent.

Letters also read :—

Rev. J. F. Cole (Feb. 1), as to Portarlington Endowed School.
Rev. D. H. Powell, D.D. (Jan. 30), as to the Supplemental Scheme for the City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools.
Rev. R. S. O'Loughlin (Jan. 28), as to Jackson's Schools, Monaghan.
W. Browne Clayton (Jan. 31), as to the Carlow Apprenticeship Fees.
Right Rev. the Lord Bishop of Limerick (Jan. 31), as to the Limerick Diocesan School Scheme, and the Adelaide School, Bruff.
The Secretary, Commissioners of Education in Ireland (Feb. 1), as to the Ulster Royal Schools Scheme.
Rev. F. W. Davis (Jan. 30), as to the Schedules to the Schemes for the Dioceses of Down and Connor and Dromore.
The Under Secretary, Dublin Castle (Jan. 27), enclosing letter, *re* the delay in the printer's office.
A. Birmingham, M.D. (Feb. 2), stating that no modification is required in the Scheme for the Catholic University School of Medicine.
Rev. W. H. James, D.D. (Jan. 30), as to Supplemental Scheme for the Diocese of Armagh.

The following letters were referred to the Judicial Commissioners :—

Rev. G. M'Clenaghan (Feb. 2), as to the Ardkeenan Endowment, County Roscommon.
F. M. Steele (Feb. 1), as to the Scheme for the Strabane Academy.

Correspondence supplying information with regard to the drafting of various Schemes was reported.

It was decided that Draft Schemes should be prepared for the following Endowments :—

Jackson's School, Monaghan.
Carlow Apprenticeship Fees (Browne's).
Mullabrack, Cabragh, School.

It was agreed that no Scheme was required for the Drummond Institution, Chapelizod.

The question as to whether Amending Schemes should be prepared in cases where additions to the Schedules only were required, was discussed, and it was ruled that there was no objection to the adoption of such a course.

It was decided that Schemes should be prepared for Amending the Schemes for the following Endowments on the lines specified :—

No. 1. Swords Borough Schools.
No. 4. Methodist Female Orphan School.
No. 16. Methodist College, Belfast.
No. 38. Baltimore Fishery Schools.
No. 2. Church of Ireland College, and Kildare Place Society.
No. 88. Parochial Schools of the Diocese of Armagh.
No. 118. Belfast Natural History and Philosophical Society.

The Commissioners adjourned.

H. B. WILSON,
February 4, 1893.

Frederick Redmond, Assistant Secretary.

February 4, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Letters read:—

W. A. Cooper (Feb. 3), gives particulars *re* Carlow Apprenticeship Fees (Browne's).

Rev. J. B. Keene (Feb. 3), as to modifications required in the Scheme for the Parochial Schools of the Diocese of Meath.

Colonel Forster (Feb. 2), as to modifications required in the Scheme for Swords Borough Schools.

Replies, as drafted, ordered to be sent.

Letters also read:—

Right Rev. the Lord Bishop of Ossory (Feb. 2), as to the Kilkenny Marriage Portions.

W. Harpur (Feb. 3), as to additions to the Schedule to the Strabane Presbytery.

W. J. Fleming (Feb. 3), as to Watts' School, Lurgan.

A. Turner (Feb. 3), as to the Scheme for the Orphan Society of the Association of Irish Non-Subscribing Presbyterians and other Free Christians.

His Grace the Lord Archbishop of Dublin (Feb. 3), addressed to Lord Justice FitzGibbon, enclosing letter from Rev. T. Twigg, as to modifications required in the Scheme for Swords Borough Schools.

M. FitzGerald (Feb. 3), addressed to Lord Justice FitzGibbon, as to the Belfast Natural History and Philosophical Society.

The Assistant Secretary was directed to write, in terms as drafted, to the Under Secretary, Dublin Castle, and the Secretary, Messrs. Alexander Thom and Company, in connection with the recent delay in the printing work of the Commission.

The Endowments intended to be dealt with by Schemes to be published on February 28 were considered.

The Commissioners adjourned.

GERALD FITZGIBBON,
February 9, 1893.

Frederick Redmond, Assistant Secretary.

February 9, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

W. A. Cooper (Feb. 7), as to the Carlow Apprenticeship Fees.

W. P. Chapman (Feb. 7), as to the Incorporated Society Schools.

The Secretary, Sullivan's Schools, Holywood (Feb. 2), as to Amendments required in Scheme.

The Under Secretary, Dublin Castle (Feb. 3), as to the Board of Trustees of the Limerick Endowment for Technical Education.

H. Fossitt (Feb. 6), as to Amendments required in the Scheme for Morgan's School, Castleknock.

The Secretary, Commissioners of Public Works (Feb. 8), as to the offices of the Commission.

Rev. J. M'Cully (Feb. 8), as to Audit of Accounts in connection with the Ballybay Presbytery Scheme.

W. R. Orr (Feb. 6), as to the preparation of a Scheme for the Committee of the Strabane Shows.

Messrs. L'Estrange and Brett (Feb. 8), as to the proposed Scheme for the North East Agricultural Association.

Rev. W. Johnston, D.D. (Feb. 4), as to the Amendments in the Scheme for the Brown Street Sunday and Daily Schools, Belfast.

The Governing Body, Joseph Brown's Endowment (Jan. 31), as to Amendments in the Scheme.

Rev. Dr. Chancellor (Feb. 3), as to the Belfast Royal Academy Scheme.

F. B. Ormsby (Feb. 7), as to the Scheme for Gardiner's Charity and Love's Charity.

Replies, as drafted, ordered to be sent.

Letters also read :—

Rev. J. Corkey (Feb. 3), giving additions to the Schedule of Glendermot Presbytery Scheme.
J. M. Lynn (Feb. 4), as to Abbey Street Schools, Armagh.
W. MacFarland (Feb. 4), as to Amendment in the Scheme for Currie School, Belfast.
Rev. J. Dowd (Feb. 4), as to proceeding with the Scheme for the Parochial Schools of the Diocese of Limerick.
Rev. R. S. D. Campbell (Feb. 8), as to the Ardkeenan Endowment.
Right Rev. the Lord Bishop of Ossory (Feb. 8), as to the Kilkenny Marriage Portions.
Ven. Archdeacon Tait (Feb. 8), as to Amendments in the Scheme for the Dioceses of Tuam.
F. B. Steele (Feb. 8), as to the Strabane Academy Scheme.
F. T. Dames Longworth (Feb. 7), as to the Scheme for Gardiner's Charity and Love's Charity.
S. R. Fetherstonhaugh and Son (Feb. 6), enclosing statement as to Roche's Endowment, Aghada School.
N. Hone Dyas (Feb. 6), as to Lisnaboe School.
T. R. G. Jozé (Feb. 6), as to the Scheme for the Royal Irish Academy of Music, and Coulson Endowment.
Rev. R. Wallace (Feb. 3), sends information *re* Omagh Presbytery.
Very Rev. Dean Campbell (Feb. 7), as to the Scheme for the Parochial Schools of the Dioceses of Down and Connor and Dromore.
Rev. Canon Twigg (Feb. 6), as to Swords Borough Schools.
Right Rev. the Lord Bishop of Cork, Cloyne, and Ross (Feb. 4), as to Amendments in the Scheme for those Dioceses.
Rev. R. Mitchell (Feb. 8), as to Ahoghill Presbytery.

With regard to the following Endowments, it was agreed that there did not appear to be any necessity that Schemes should be prepared :—

The Kilkenny Marriage Portions (Chapellicre).
The Abbey Street Schools, Armagh.

The question of the Ardkeenan Endowment was referred to Dr. Traill, as to whether it should be dealt with in an Amending Scheme for the Parochial Schools of the Diocese of Meath.

The application with regard to Currie School, Belfast, was referred to Dr. Wilson, and whether an Amended Scheme should be prepared with reference thereto.

The communication from N. Hone Dyas, Esquire, as to Lisnaboe School, was referred to Lord Justice FitzGibbon.

The Commissioners adjourned.

GERALD FITZGIBBON,
February 10, 1893.

Frederick Redmond, Assistant Secretary.

February 10, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read :—

B. Montgomery (Feb. 6), as to Crilly National School, Aghaloo.
Rev. G. Shaw (Feb. 6), as to Audit of Accounts in connection with the Sabbath School Society for Ireland in connection with the Presbyterian Church.
Rev. L. C. Warren (Feb. 8), as to Clonmel Charitable School.

Replies, as drafted, ordered to be sent.

Letters also read :

Rev. R. G. Clarke (Feb. 6), as to Trinity Church Infant School, Belfast.
D. Grant (Feb. 9), as to proposed Amending Scheme for Coleraine Academical Institution.
Right Rev. Lord Bishop of Clogher (Feb. 9), enclosing objections to Draft Scheme for Lord Weymouth's Grammar School, Carrickmacross.

The statement of Rev. R. S. D. Campbell, as to Ardkeenan Endowment, was under consideration, and it was directed that a copy of the statement, together with the letter as drafted, should be sent to the Rev. G. M'Clenaghan.

Dr. Wilson submitted a letter (Feb. 8) from Rev. R. Watson, as to the preparation of a Scheme for the Presbytery of Athlone, and a reply, as drafted, was ordered to be sent.

The Commissioners adjourned.

GERALD MOLLOY,
February 11, 1893.

Frederick Redmond, Assistant Secretary.

February 11, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read:—

Rev. J. J. Melvin (Feb. 9), making a statement as to Burne's Charity, County Sligo.
E. Flynn (Feb. 10), as to the Rahan (Cotter) Endowment.
J. Pyper (Feb. 10), as to the Scheme for the M'Gowan Endowments.
The Committee of Killead Presbyterian Church (Feb. 9), as to the Scheme for Dungonnell School, County Antrim.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. G. R. Peyton (Feb. 6), as to Clontumpher School.
J. Brown (Feb. 9), as to the Amending Scheme for the Belfast Natural History and Philosophical Society.
Rev. C. W. Hunter (Feb. 10), as to Consent Forms for Coleraine Presbytery.

It was agreed that the following list of Schemes should be prepared for submission to the Lord Lieutenant on February 27:—

No. 90. Diocesan Schools and Banagher Royal School Endowments. (Amended Scheme.)
No. 121. The General Orphan Home Endowments.
No. 123. The Charleville Endowment.
No. 142. The City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools. (Amending Scheme.)
No. 149. The Pembroke Technical School.
No. 153. The Dublin Protestant Reformatory Schools.

The Commissioners adjourned.

ANTHONY TRAILL,
February 15, 1893.

Frederick Redmond, Assistant Secretary.

February 15, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Messrs. Carleton, Atkinson, and Sloan (Feb. 13), as to Derrycory School, Diocese of Armagh.
Rev. M. Murphy (Feb. 13), as to Athlone Presbytery.
W. Browne Clayton, two letters (Feb. 12 and 14), as to the Carlow Apprenticeship Fees.
R. Carew (Feb. 13), as to the preparation of a Scheme for the Mason Blue School, Waterford.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. R. G. M. Webster, as to the Dublin Protestant Reformatory Schools.
R. H. F. Dickey (Feb. 11), stating that no modifications are required in the Scheme for the Londonderry Academical Institution.
R. M. Douglas (Feb. 13), as to Ganaby National School.
W. L. Gilliland (Feb. 13), as to the constitution of the "Young" Governors.
W. R. Orr (Feb. 11), as to the proposed Scheme for the Strabane Shows.
Rev. C. K. Toland (Feb. 11), applies for copy of the Scheme for Glendermot Presbytery.
Rev. J. Brady, P.P. (Feb. 11), as to the Erasmus Smith Endowments.
Rev. J. A. Bain (Feb. 11), as to the Connaught Presbytery Scheme.
Rev. J. W. Davis (Feb. 11), as to the Schedules of the Scheme for the Dioceses of Down and Connor and Dromore.
Rev. S. F. Dudley Janns (Feb. 10), as to the Glenarm School.
A letter (Feb. 10), from Messrs. M'Neill and Williams, as to the Kirkpatrick Endowment, County Antrim, was read, and referred to the Judicial Commissioners.

With reference to the Carlow Apprenticeship Fees, Wednesday, February 22, was fixed for a conference with those of the Trustees who should wish to attend, as to the expediency of preparing a Scheme for the Endowment.

Certain questions with regard to the Scheme for the Parsons Persse Endowment were brought up and considered.

The Commissioners adjourned.

WILLIAM O'BRIEN,
February 17, 1893.

Frederick Redmond, Assistant Secretary.

February 17, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice OBRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

James M'Ilrath (Feb. 15), as to the Scheme for Dungonnell School, Killead.
Rev. L. C. Warren (Feb. 15), as to the Clonmel Charitable School.
B. Montgomery (Feb. 16), as to Crilly National School, Aghaloo.

Replies, as drafted, ordered to be sent.

Letters also read:—

James P. Butler (Feb. 15), as to Consents for the Endowments of the Templepatrick Presbytery.
Rev. J. W. Atkin (Feb. 15), as to the Scheme for the City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools.

The letter (Feb. 13), from Mr. Douglas, as to Ganaby National School, was again brought up, and a reply, as drafted, ordered to be sent.

The correspondence with the application for an Amending Scheme for Currie School, Belfast, was considered, and the question was referred to the Judicial Commissioners.

The following Amending Schemes were considered and passed:—

173. Belfast Natural History and Philosophical Society.
174. Armagh Parochial Schools.
175. Baltimore Fishery School.
176. Swords Borough Schools.
177. Methodist Female Orphan School.

A letter, as drafted, was directed to be written to the Rev. W. M'Mullen on the subject of the last mentioned Scheme.

The Commissioners adjourned.

GERALD FITZGIBBON,
February 18, 1893.

Frederick Redmond, Assistant Secretary.

February 18, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Surgeon Wheeler and Mr. Kennedy attended with the Commissioners, with regard to the Scheme for the Kilmeague School and Perceval Endowment, and it was agreed that in the revision of the Scheme the following amendments should be made:—

1. That the Schoolmaster be allowed to remain in the old Schoolhouse until a new Teacher's residence be built.
2. That the Governors be empowered to build a Teacher's residence on the plot of ground adjoining the new Schoolhouse, resumed by Sir Gerald Aylmer.
3. That the Governors be empowered to sell or otherwise dispose of the old Schoolhouse, provided that in case of sale, the right of pre-emption be given to Sir Gerald Aylmer.

Letters read:—

Messrs. Hone and Falkiner (Feb. 17), enclosing statement as to the Damer (Unitarian) Schools.
Rev. B. Moffett (Feb. 17), objecting, on behalf of the Select Vestry of Carrickmacross, to the Scheme for Lord Weymouth's Grammar School.
William Browne Clayton (Feb. 17), as to Carlow Appenticeship Fees (Browne's).
Rev. A. Harvey (Feb. 17), addressed to Dr. Traill, as to the Cusack Endowment, Athboy.
The Secretary, Board of Works (Feb. 17), as to the occupation of the Office by the Commission after July 31, 1893.

The application for an Amending Scheme for the Currie School, Belfast, was considered, and it was agreed that such a Scheme should be prepared.

The Declaration of the Lord Lieutenant in Council in connection with the Scheme for the Leamy Endowment, Limerick, was discussed.

The Commissioners adjourned.

H. B. WILSON,
February 24, 1893.

Frederick Redmond, Assistant Secretary.

February 22, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Dr. Traill, Dr. Wilson.

The Carlow Apprenticeship Fees (Browne's).

William Browne Clayton, Esquire, D.L., and William A. Cooper, Esquire, J.P., attended at the office, and conferred with the Commissioners as to the question of preparing a Scheme for the above Endowment.

It was decided that a Scheme should be prepared, and the heads of the same were agreed to.

The Commissioners adjourned.

H. B. Wilson,
February 24, 1893.

Frederick Redmond, Assistant Secretary.

February 24, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of the two preceding meetings were read and confirmed.

Letters read:—

R. W. Aldworth (Feb. 20), as to provisions of Scheme for the St. Leger Aldworth Endowment.

Secretaries, Commissioners of Charitable Donations and Bequests (Feb. 20), as to Stratford Lodge Schools.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. G. M'Clenaghan (Feb. 16), two letters, as to the Ardkeenan Endowment.

Rev. R. Jeffrey (Feb. 23), sends information *re* Armagh Presbytery.

J. J. Maguire (Feb. 18), sends objections to Scheme for Lord Weymouth's Grammar School, Carrickmacross.

T. Troughton (Feb. 17), sends objections to a Scheme for Lord Weymouth's Grammar School, Carrickmacross.

Rev. J. M. Hamilton (Feb. 18), objects on behalf of the Dublin Presbytery to the Scheme for Rathmines Sunday and Daily Schools.

J. F. Smeeth (Feb. 18), sends amendments to the same Scheme.

William Browne Clayton (Feb. 23), sends suggestions *re* proposed Scheme for the Carlow Apprenticeship Fees.

The Secretaries, Commissioners of National Education (Feb. 17), as to Aghada National School, and as to Kilkee National School.

C. Flynn (Feb. 18), as to the (Rahan) Cotter Endowment.

J. Kennedy (Feb. 23), as to Larne Grammar School.

Rev. H. Kingsmill Moore (Feb. 23), enclosing suggestions for amending Scheme for the Church of Ireland Training College and Kildare Place Society.

Rev. T. R. S. Collins (Feb. 23), approving of the Amending Scheme for Alexandra College and Alexandra School.

The following letters were read, and directions given on their respective subjects:—

Messrs. Armstrong and Mahon (Feb. 22), as to the Parsons Persse Endowment.

T. Megaw (Feb. 20), as to Ganaby School in connection with the Route Presbytery.

The following Schemes were considered and passed:—

No. 178. Omagh Presbytery.

No. 179. Donegal Presbytery.

It was agreed that Draft Schemes for the following Endowments should be published on Saturday, March 18:—

A.—Amending Schemes:—

Church of Ireland Training College and Kildare Place Society.
Morgan's School, Castleknock.
The Currie School, Belfast.
The Robertson Endowments, Donegal.
The Parochial Schools of the Diocese of Meath.
Ballybay Presbytery.

B.—Original Schemes:—

Stratford Lodge Schools.
Irish Clergy Daughters' School.
The Cusack Apprenticeship Fees.
The Mason Blue School, Waterford.
Armagh Presbytery.
Athlone Presbytery.
Browne Clayton's Apprenticeship Fund, Carlow.

The Commissioners adjourned.

William O'Brien,
February 25, 1893.

Frederick Redmond, Assistant Secretary.

February 25, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read :—

R. M. Douglas (Feb. 24), as to Ganaby School in connection with the Route Presbytery Scheme.

Rev. A. Harvey (Feb. 23), gives information as to the Cusack Apprenticeship Fees, Athboy.

Replies, as drafted, ordered to be sent.

Letters also read :—

W. Browne Clayton (Feb. 24), as to the Carlow Apprenticeship Fees.

Rev. R. M'Morris (Feb. 23), sends additions for Schedule of Letterkenny Presbytery.

Scheme No. 180, for the Parsons Persse Endowment, County Galway, was considered and passed, subject to revision by Lord Justice FitzGibbon.

The correspondence as to the Ardkeenan Endowment in connection with the Scheme for the Parochial Schools of the Diocese of Meath was discussed.

The Commissioners adjourned.

Gerald FitzGibbon,
March 2, 1893.

Frederick Redmond, Assistant Secretary.

March 2, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read :—

J. Moran (Feb. 28), as to Grey Abbey, Tullycavey, School, County Down.

Rev. J. Usher (Mar. 1), as to Stratford Lodge Schools, Baltinglass.

Rev. J. Wilson (Feb. 28), as to property belonging to Rathfriland Presbytery.

G. R. Mahon (Feb. 28), as to the Parsons Persse Endowment, County Galway.

R. M. Douglas (Feb. 28), as to Ganaby School in connection with the Route Presbytery.

Replies, as drafted, ordered to be sent.

Letters also read :—

M'Neill and Williams (Feb. 27), as to the Kirkpatrick Endowment, County Antrim.

Rev. W. Reid (Feb. 27), as to the Presbytery of Magherafelt.

M. Comerford (Feb. 27), as to the Viscount Limerick Endowment.

Rev. J. M'Cay (Feb. 25), gives information as to Donegal Presbytery.

Rev. O. M'Cutcheon (Feb. 25), as to the application for an Amending Scheme for the Methodist College, Belfast.

J. E. Magill (Feb. 28), enclosing cost of publication of the Draft Scheme for Hugh Henry Boyd's Endowment.

Rev. T. Madill (Feb. 28), applies for copy of Derry Diocesan Scheme.

The Commissioners adjourned.

Gerald Molloy,
March 4, 1893.

Frederick Redmond, Assistant Secretary.

March 4, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. C. Baskin (Mar. 2), applying for a copy of the Scheme for Edwards Endowment, Castlederg.

Messrs. H. T. Dix and Sons (Mar. 3), as to the proposed Scheme for the Incorporated Society.

Rev. J. M. Hamilton, M.A. (Mar. 2), as to the Dublin Presbytery Amending Scheme.

J. Brown (Mar. 1), applying for copies of Amending Scheme for the Belfast Natural History and Philosophical Society.

M. Comerford (Mar. 2), as to correspondence *re* the Viscount Limerick Endowment, Dundalk.

The terms of an application for an Amending Scheme for the Church of Ireland Training College and Kildare Place Society were considered, and the Secretary was directed to write, in terms as drafted, to the Rev. H. Kingsmill Moore on the subject.

The lines on which a Scheme should be prepared for the Mason Blue School, Waterford, were discussed and agreed to.

The Commissioners adjourned.

GERALD FITZGIBBON,
March 9, 1893.

Frederick Redmond, Assistant Secretary.

March 9, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read:—

Messrs. R. T. and R. C. Carew (Mar. 6), as to the provisions of the proposed Scheme for the Mason Blue School, Waterford.

Rev. S. Dickson (Mar. 6), as to supplying information for the Down Presbytery Scheme.

G. K. Mahon (Mar. 8), as to information regarding the Parsons Persse Endowment.

Rev. Canon Ryan (Mar. 7), as to Roche's Endowment, Aghada.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. A. Harvey (Mar. 5), enclosing document as to the Cusack Apprenticeship Fees, Athboy.

Rev. C. K. Toland (Mar. 4), sends corrections to Scheme for Strabane Presbytery.

W. Browne Clayton (Mar. 5), as to the Carlow Apprenticeship Fees.

The Secretaries, Commissioners of Charitable Donations and Bequests, two letters (Mar. 4), as to the M'Gowan Endowments, and Lord Weymouth's Grammar School, Carrickmacross.

The Secretary reported a communication from Rev. H. Kingsmill Moore, to the effect that it will be inconvenient for His Grace the Archbishop of Dublin to attend the conference proposed to be held on Saturday, the 11th instant, in connection with the proposed Amending Scheme for the Church of Ireland Training College, and it was directed that arrangements should be made to hold the conference on a more convenient day,

The Commissioners adjourned.

ANTHONY TRAILL,
March 11, 1893.

Frederick Redmond, Assistant Secretary.

March 11, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. N. H. James (Mar. 10), applying for copies of Armagh Diocesan Scheme.

Rev. J. H. Gatchell, D.D., objecting to the Draft Scheme for Edwards Endowment, Castlederg.

Rev. J. Wilson (Mar. 10), as to property in connection with Rathfriland Presbytery.

Replies, as drafted, ordered to be sent.

The Schemes for the following Endowments were considered and passed:—

No. 181. Morgan's School, Castleknock, Amending Scheme.
No. 182. Currie School, Belfast, Amending Scheme.
No. 183. Browne's Apprenticeship Fees, Carlow.
No. 189. Mason Blue School, Waterford.
No. 190. Stratford Lodge Schools, Baltinglass.

It was agreed that the proposed conference with the Governors of the Church of Ireland Training College, with reference to their application for an Amending Scheme, should be held on Thursday, the 16th instant, at 12 o'clock, and the Secretary was directed to notify the same to the Rev. H. Kingsmill Moore.

With reference to the Roche's Endowment, Aghada National School, it was agreed that there did not appear to be any necessity for the preparation of a Scheme for the same.

The Commissioners adjourned, having decided to hold Public Sittings on the day and at the hours mentioned, as follows:—

Tuesday, March 28, 1893.

Monaghan, at the Court House, at 10.15 A.M.—Jackson's Schools.

Cabragh Schoolhouse, Mullabrack, County Armagh, at the School, at 2.45 P.M.—M'Creight's Endowment, Mullabrack School.

The Commissioners adjourned.

H. B. WILSON,
March 14, 1893.

Frederick Redmond, Assistant Secretary.

March 14, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read:—

W. L. Gilliland (Mar. 11), as to state of Amending Scheme for the Gwyn and Young Endowments.

J. W. M'Ninch (Mar. 11), as to Larne Town Hall.

Messrs. S. R. Fetherstonhaugh and Son (Mar. 11), as to Roche's Endowment, Aghada National School.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. J. M. Hamilton (Mar. 9), as to Dublin Presbytery.

Rev. J. H. Gatchell, objecting, on behalf of the Select Vestry of Castlederg, to the Scheme for Edwards Endowment, Castlederg.

Messrs. H. T. Dix and Sons (Mar. 13), as to the Scheme for Gardiner's Charity and Love's Charity, Diocese of Dublin.

Rev. W. L. Berkeley (Mar. 13), sends additions to Schedules of the Scheme for the Belfast Presbytery.

The Secretary reported that it would be inconvenient for His Grace the Archbishop of Dublin to attend on Thursday, the day fixed for the holding of the proposed conference as to the application for an Amending Scheme for the Church of Ireland Training College, and it was agreed that His Grace's convenience should be further consulted as to the fixing of a day for this purpose.

The Schemes for the following Endowments were considered and passed:—

No. 184. The Endowments of the Banbridge Presbytery, Amending Scheme.
No. 185. The Endowments of the Dublin Presbytery, Amending Scheme.
No. 188. The Cusack Apprenticeship Fees, Athboy.
No. 191. The Endowments of the Armagh Presbytery.

It was decided that the following Endowments should be dealt with in the batch of Schemes to be published on Thursday, March 30, 1893:—

A.—Amending Schemes:—

1. Sullivan Schools, Holywood, County Down.
2. Parochial Schools of the Diocese of Meath.
3. Gwyn's Charitable Institution and Young's Endowment.
4. Church of Ireland Training College.

B.—Original Schemes:—

1. Unitarian Schools, Stephen's Green.
2. Clonmel Charitable School.
3. Crilly School, Aghaloo.
4. Cromkill School, County Antrim.
5. Endowments of the Down Presbytery.
6. Incorporated Society's Schools.
7. Irish Clergy Daughters' School.

The question as to whether Amending Schemes should be prepared for the following Endowments was ordered to be brought up at a full meeting of the Commission:—

1. St. Peter's Schools and Mrs. Wray's School.
2. Joseph Brown's Endowment, Ards.

The Commissioners adjourned.

GERALD FITZGIBBON,

Frederick Redmond, Assistant Secretary. March 16, 1893.

March 16, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL.

Minutes of preceding meeting read and confirmed.

Letters read:—

Rev. A. Harvey (Mar. 14), giving information as to the Cusack Apprenticeship Fund, Athboy.

Sir T. F. Brady (Mar. 17), as to the Amending Scheme for Baltimore Fishery School.

The letter (Mar. 11), as to Larne Town Hall was again brought up, and the Secretary was directed to write, in terms as drafted, to Mr. M'Ninch on the subject.

The circumstances of the following Endowments having been considered, it was decided that it was not necessary that Schemes should be prepared for their future management:—

The Levinge Charity, Kildare.
The Netterville Charity, Dowth.
Trinity Church Schools (apparently exempt).
Diocesan School, Wicklow (apparently exempt).
Ballymoyle National School (apparently exempt).
Cork School of Science, Art, and Music.
School of Industry, Lady Lane, Waterford.
Cushendun School, County Antrim.
Carricknab National School, Tyrella (apparently exempt).
Shrigley National School, Killyleagh.
Tubber-na-carrig National School, Innishargy.

It was decided that the Belfast Hospital for Sick Children was a Non-Educational Endowment.

The circumstances of the following Endowments having been considered, it was decided that Schemes should be prepared for their future management:—

Glenarm School, County Antrim.
The Kirkpatrick Endowment, Larne.
North East Agricultural Association.
Belfast Presbytery.
Athlone Presbytery.
Tullycavey National School, Grey Abbey.
St. Peter's Schools, and Mrs. Wray's School, Amending Scheme.

Decisions were suspended in the cases of the Jackson Schools, Monaghan, and Cabragh School, Mullabrack, pending the Public Inquiry to be held on Wednesday, March 29.

The Schemes for the following Endowments were considered and passed:—

No. 186. The Endowment of the Rathfriland Presbytery.
No. 187. The Robertson Endowments, and other Endowments in the Diocese of Raphoe.

The Commissioners adjourned.

GERALD MOLLOY,

Frederick Redmond, Assistant Secretary. March 22, 1893.

March 17, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy.

The Church of Ireland Training College and Kildare Place Society—Application for an Amending Scheme.

The following Representatives of the Governing Body of the above Endowment attended and conferred with the Commissioners, as to the preparation of an Amending Scheme for the Endowment:—

His Grace the Lord Archbishop of Dublin.
The Very Rev. the Dean of the Chapel Royal.
Rev. H. Kingsmill Moore.

The principles on which the Amending Scheme was to be prepared were agreed to.

The Commissioners adjourned.

Gerald Molloy,
March 22, 1893.

Frederick Redmond, Assistant Secretary.

March 22, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Wilson.

Minutes of the two preceding meetings were read and confirmed.

Letters read:—

Rev. R. Jeffrey (Mar. 21), as to Armagh Presbytery, with an enclosure as to Tandragee Church property.
Rev. C. K. Toland (Mar. 20), as to Consents *re* Strabane Presbytery.
Rev. A. M'Caldin (Mar. 17), as to Ballinahinch National School.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. R. Neilson (Mar. 17), as to Donegal Presbytery.
The Secretaries, Commissioners of National Education (Mar. 18), as to Cabragh School, Mullabrack.
The Secretary, Representative Church Body (Mar. 17), as to the Parochial Schools of the Diocese of Ossory.
J. M'Cullagh (Mar. 19), as to Monaghan Courthouse in connection with the Public Sitting to be held on the 29th instant.
Rev. J. FitzGerald, two letters (Mar. 17 and 22), as to Cromkill School, County Antrim.
Rev. T. S. Graham (Mar. 16), sends consent in connection with Comber Presbytery.
Rev. R. H. Harshaw (Mar. 21), as to the Amending Scheme for Dublin Presbytery.
Rev. W. Irwin (Mar. 21), enclosing suggestion as to Coleraine Presbytery Scheme.

The suggestions submitted by Rev. W. L. Berkeley, with regard to the Belfast Presbytery Scheme, were considered and adopted.

The application for an Amending Scheme made by the Governors of Joseph Brown's Endowment, Ards, was considered and referred to Monsignor Molloy.

It was provisionally agreed that Schemes dealing with the following Endowments should be published on Thursday, the 30th instant:—

A.—Original Schemes:—

Irish Clergy Daughters' School.
Glenarm Parochial School.
Damer School, Unitarian.
Clonmel Charitable School.
Crilly School, Aghaloo.
Cromkill School.
Down Presbytery.
Tullycavey, Grey Abbey, School.
Armagh Presbytery.

B.—Amending Schemes:—

Sullivan's Schools, Holywood.
Church of Ireland Training College.
Joseph Brown's Endowment.

The Commissioners adjourned.

William O'Brien,
March 24, 1893.

Frederick Redmond, Assistant Secretary.

March 24, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Letters read:—

Messrs. M'Neill and Williams (Mar. 23), as to the Kirkpatrick Endowment, Larne.
H. J. Harris (Mar. 23), as to the Public Inquiry to be held in Cabragh School-house on the 29th instant.

Replies, as drafted, ordered to sent.

Letters also read:—

W. A. Cooper (Mar. 22), as to the Scheme for Browne's Apprenticeship Fees.
Rev. S. F. Dudley Janns (Mar. 22), as to Glenarm School.
Rev. S. E. Caldwell (Mar. 22), addressed to the Under Secretary, Dublin Castle, as to the Connaught Presbytery Scheme.
Rev. S. Dickson (Mar. 23), enclosing information as to Down Presbytery.
The Secretaries, Commissioners of Charitable Donations and Bequests (Mar. 23), as to the Scheme for Edwards School, Castlederg.
Messrs. Wallace and Co. (Mar. 22), applying for copies of the Donaghadee Free Schools Scheme.

A letter (Mar. 22) was read from Mr. G. H. Hunt, Treasury, as to outstanding refunds for the cost of publication of Draft Schemes, and the Secretary was directed to write, in terms as drafted, to the several Governing Bodies concerned.

The bill furnished by Mr. Mitchell, Architect, for his valuation of Roxborough Road School Premises was submitted and ordered to be forwarded to the Treasury.

Certain questions connected with Cromkill School, County Antrim, were brought up and discussed.

The Commissioners adjourned.

William O'Brien,
March 25, 1893.

Frederick Redmond, Assistant Secretary.

March 25, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

B. R. Balfour (Mar. 24), as to proposed Amendment to Leigh Charity Scheme.
R. Carew (Mar. 23), as to the Scheme for the Mason Blue School, Waterford.

Replies, as drafted, ordered to sent.

Letters also read:—

Rev. S. F. Dudley Janns (Mar, 24), sending information as to Glenarm School.
Rev. W. L. Berkeley (Mar. 24), as to Belfast Presbytery.
C. Ryan (Mar. 25), as to Shorthand Reporting.
Rev. J. M'Cay and Rev. G. Henderson (Mar. 24), as to the Scheme for Edwards Endowment, Castlederg.
Rev. M. Murphy (Mar. 24), as to Athlone Presbytery.

The Draft Scheme, No. 192, for Glenarm Parochial School, County Antrim, was considered, amended, and passed.

The Commissioners adjourned.

Gerald FitzGibbon,
March 28, 1893.

Frederick Redmond, Assistant Secretary.

March 27, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY.

The Draft Order for continuing the powers of the Commission after March 31, 1893, was settled, and a letter enclosing the same to the Under Secretary, Dublin Castle, was adopted and ordered to be sent.

The list of the Endowments, for which the extension of the powers of the Commission was required, was revised and inserted in the Schedule to the Draft Order.

Correspondence as to Luke Burne Endowment, County Sligo, was read and considered, and it was directed that the Endowment should be inserted in the Schedule to the Draft Order provisionally, so as to enable a Scheme to be prepared in the event of the necessary "Consents" being hereafter obtained.

The Commissioners adjourned.

WILLIAM O'BRIEN,
April 5, 1893.

Frederick Redmond, Assistant Secretary.

March 28, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

The Secretaries, Commissioners of National Education (Mar. 25), as to Stratford Lodge Schools.

R. Biggs (Mar. 27), as to the Scheme for the Diocesan Schools and Banagher Royal School Endowments.

Replies, as drafted, ordered to be sent.

Letters also read:—

Very Rev. Dean of Dromore (Mar. 25), as to the Scheme for the Dioceses of Down and Connor and Dromore.

Rev. W. M'Mullen (Mar. 27), as to the Amending Scheme for the Methodist Female Orphan School.

Messrs. Hone and Falkiner (Mar. 27), as to the Damer Schools.

Rev. W. L. Berkeley (Mar. 27), as to Belfast Presbytery.

The Draft Order for continuing the powers of the Commission after the 31st instant, and covering letter, as settled on the 27th instant, were submitted and approved.

It was ordered that the Draft Schemes dealing with the following Endowments should be published on Thursday, the 30th instant:—

191. The Endowments of the Armagh Presbytery.
192. Glenarm Parochial School.
193. The Church of Ireland Training College and Kildare Place Society, Amending Scheme.
194. Sullivan School, Holywood, Amending Scheme.
195. Crilly School.

The usual instructions as to publication were given.

It was agreed that Draft Schemes dealing with the following Endowments should be published on Saturday, April 29:—

Irish Clergy Daughters' School.
Damer Schools, St. Stephen's Green, Dublin.
Cromkill School.
The Endowments of the Down Presbytery
The Endowments of the Belfast Presbytery.
Tullycavey, Grey Abbey, School.
St. Peter's Schools and Mrs. Wray's School, Amending Scheme.
Joseph Brown's Endowment, Ards, Amending Scheme.
The Parochial Schools of the Diocese of Meath, Amending Scheme.

The Commissioners adjourned.

WILLIAM O'BRIEN,
April 5, 1893.

N. D. Murphy, Secretary.

March 29, 1893.

PUBLIC SITTING

Of the Commission held this day at the Cabragh School-house, Mullabrack.

Present:—Dr. TRAILL, Dr. WILSON.

Mr. Ryan, Shorthand Writer, was in attendance.

CABRAGH SCHOOL.

Dr. Traill made an opening statement.

Mr. Henry Harris, Solicitor, appeared for Mrs. Anne M'Creight, the representative of the Founder, and made a statement.

Rev. J. H. M'Laurin and Rev. W. M'Endoo made statements.

Mrs. Milligan, the present teacher of the School, and Mr. John Linton, were examined.

The Commissioners adjourned.

Frederick Redmond, Acting Secretary. GERALD FITZGIBBON.

March 29, 1893.

PUBLIC SITTING

Of the Commission held this day at the Court-house, Monaghan

Present:—Dr. TRAILL, Dr. WILSON.

Mr. Ryan, Shorthand Writer, was in attendance.

JACKSON'S SCHOOLS, MONAGHAN.

Dr. Traill made an opening statement.

Mr. Martin, Solicitor, appeared for the Incumbent and Churchwardens of Monaghan.

The following witnesses were sworn and examined:—

Rev. R. S. O'Loughlin.
Mr. William D. Carroll.
Rev. Robert Orr.
Mr. Henry Rogers.

The Commissioners adjourned.

Frederick Redmond, Acting Secretary. GERALD FITZGIBBON.

April 5, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting and Stated Attendance were read and confirmed.

Letters read:—

The Secretaries, Commissioners of National Education (Mar. 30), as to Kilkee School, County Clare.
Rev. C. K. Toland (Apl. 3), as to Strabane Presbytery Scheme.
Rev. J. Gibson (Apl. 1), sends cost of publication of the Draft Scheme for Ballymena Presbytery.
Rev. R. Allison (Mar. 28), sends cost of publication of Draft Scheme for Carrickfergus Presbytery.
Rev. J. Finlay (Mar. 29), sends cost of publication of Draft Scheme for the Parochial Schools of the Diocese of Leighlin.
Rev. N. H. James (Mar. 30), sends cost of publication of Draft Scheme for the Parochial Schools of the Diocese of Armagh.
Rev. C. W. Hunter (Mar. 30), as to Cloyfin School, Presbytery of Coleraine.
A. M'Donald (Apl. 1), as to Glenarm School.
Rev. J. M'Cay (Apl. 3), sends "Consents" for Donegal Presbytery.
Rev. A. M'Caldin (Apl. 4), as to Ballinahinch School, Armagh Presbytery.
The Principal, Ulster Society for Promoting the Education of the Deaf and Dumb and Blind (Mar. 30), as to Audit of Accounts.
L. C. Steele (Mar. 29), as to the Irish Clergy Daughters' School.
Rev. L. C. Warren (Mar. 28), as to Clonmel Charitable School.
Rev. M. Murphy (Mar 28), sends information as to Athlone Presbytery.
Rev. C. Baskin (Mar. 27), as to Edwards School, Castlederg.

The letters from the Principal of the Ulster Society for Promoting the Education of the Deaf and Dumb and Blind, and from Mr. M'Donald, were referred to Lord Justice FitzGibbon.

A letter (Mar. 27), addressed to Dr. Wilson, from Rev. S. Duncan, as to Bailieboro' Presbytery was read, and a reply, as drafted, ordered to be sent.

Certain questions with regard to Belfast Presbytery Scheme were brought up and discussed.

The Commissioners adjourned.

GERALD MOLLOY,
April 7, 1893.

Frederick Redmond, Acting Secretary.

April 7, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. G. Mervyn (April 5), sends cost of publication of Draft Scheme for the Ledley School.
The Secretary, Sullivan's School, Holywood (April 6), wanting additional copies of the Draft Amending Scheme.

The state of the Schemes to be published on the 29th instant was considered, and certain directions were given thereon.

The Commissioners adjourned.

GERALD FITZGIBBON,

April 12, 1893.

Frederick Redmond, Acting Secretary.

April 12, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

A Parliamentary question to be asked by Mr. J. O'Connor on Friday, April 14, as to the Stratford Lodge Schools, Baltinglass, was submitted by the Under Secretary, Dublin Castle, and a reply, as drafted, was ordered to be sent.

Letters read:—

Messrs. Little and Elgee (April 10), as to Tate School, Wexford.
G. Hill Major (April 11), as to Killinchy Schools, County Down.
Rev. A. Macafee (April 7), as to Armagh Presbytery Scheme.
Rev. T. B. Considine, P.P. (April 6), as to the Scheme for Parsons Persse Endowment.
Under Secretary, Dublin Castle, submitting objection to the Cork Presbytery Scheme.
J. W. Dane (April 11), as to Kilmeague School and Perceval Endowment.

Replies, as drafted, ordered to be sent.

Letters also read:—

Messrs. Hone and Falkiner (April 7), as to Damer Schools, Stephen's Green.
Rev. H. K. Wells (April 6), as to Coleraine Presbytery Scheme.
J. Moran (April 8), as to Grey Abbey, Tully Cavey, School,
Rev. W. L. Berkeley (April 11), enclosing correspondence *re* Belfast Presbytery.

The following letters, already read, were again submitted, and replies as drafted ordered to be sent:—

A. M'Donald (April 1), as to Glenarm School, County Antrim.
The Principal, Ulster Society for Promoting the Education of the Deaf and Dumb and the Blind (March 30), as to Audit.

An objection lodged with the Clerk of the Privy Council, as to the Leigh Charity Scheme, was submitted, and Friday, the 14th instant, was appointed for a conference with Mr. Moore, Solicitor, on the subject.

Certain questions with regard to the Belfast Presbytery Scheme were considered.

The Commissioners adjourned.

GERALD FITZGIBBON,

April 14, 1893.

Frederick Redmond, Acting Secretary.

April 14, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. G. Thompson (April 12), as to Raphoe Presbytery Scheme.
The Secretaries, Commissioners of Charitable Donations and Bequests (April 12), as to the Honorable Michael Ward's Endowment.

Replies, as drafted, ordered to be sent.

Letters also read:—

Messrs. Hone and Falkiner (April 13), as to the Damer Schools, Stephen's Green.
Rev. J. Cochrane (April 13), sends correction to Schedule of Banbridge Presbytery Amending Scheme.
Rev. Stewart Dickson, two letters (April 12 and 13), sending information as to Down Presbytery.

The following Draft Schemes were considered and passed:—

No. 196. The Endowments of the Presbytery of Down.
No. 199. The Endowments of the Presbytery of Belfast.

The Acting Secretary was directed to write in terms as drafted to the Rev. W. L. Berkeley in connection with the latter Endowment.

Mr. Moore, Solicitor, attended at the office and conferred with the Commissioners as to the Objection lodged by Mr. B. R. Balfour to the Leigh Charity Scheme.

The Commissioners adjourned.

H. B. Wilson,
April 15, 1893.

Frederick Redmond, Acting Secretary.

April 15, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. J. MacLaurin (April 14), as to the proposed Scheme for Cabragh School, Mullabrack.
Rev. T. B. Considine (April 14), as to Parsons Persse Endowment, County Galway.

Replies, as drafted, ordered to be sent.

A letter (April 12), addressed to Dr. Wilson from Rev. C. M. Cowden as to Glenarm School was read.

The circumstances of Cabragh School, Mullabrack, were considered, and directions were given as to the drafting of a Scheme for the future management of the Endowment.

The Commissioners adjourned.

Gerald FitzGibbon,
April 21, 1893.

Frederick Redmond, Acting Secretary.

April 19, 1893.

Stated attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Wilson.

Letters read:—

Rev. D. Humphrys (April 17), as to the Erasmus Smith Endowments;
Rev. J. MacLaurin (April 18), as to Cabragh School, Mullabrack—
referred to Drs. Traill and Wilson.

Rev. J. Usher (April 14), as to Stratford Lodge Schools, Baltinglass—
referred to a full Meeting of the Commission.

Ven. Archdeacon Daly (April 17), as to Parsons Persse Endowment—
referred to the Judicial Commissioners.

The following letters were also read and instructions given thereon:—

W. P. Chapman (April 17), as to the Incorporated Society Schools.
A. MacDonald (April 17), as to Glenarm School, County Antrim.

The Commissioners adjourned.

Gerald FitzGibbon,
April 22, 1893.

Frederick Redmond, Acting Secretary.

April 21, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Wilson.

The present stage of Draft Schemes yet to be published was considered, and it was finally ordered that the following batch should be prepared for publication on Saturday, April 29:—

No. 196. The Endowments of the Down Presbytery.
No. 197. Irish Clergy Daughters' School.
No. 198. Cromkill School, County Antrim.
No. 199. Belfast Presbytery.
No. 200. Damer (Unitarian) Schools.
No. 201. Brown Street Sunday and Daily Schools. (Amending Scheme).

It was arranged that the following Schemes should be published in May:—

Clonmel Charitable School.
Cabragh School, Mullabrack.
Kirkpatrick Endowment, Larne.
North East Agricultural Association.
Athlone Presbytery.
Grey Abbey Tullycavey School.
Parochial Schools of the Diocese of Meath. (Amending Scheme).
St. Peter's Schools and Mrs. Wray's School. (Amending Scheme).
Joseph Brown's Endowment, Ards. (Amending Scheme).

The Commissioners adjourned.

Gerald FitzGibbon,
March 22, 1893.

Frederick Redmond, Acting Secretary.

April 22, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting and Stated Attendance were read and confirmed.

The following letters, already read, were again brought up, and replies, as drafted, ordered to be sent:—

Rev. J. Usher (Apl. 14), as to Stratford Lodge Schools, Baltinglass.
Rev. J. MacLaurin (Apl. 18), as to Cabragh School, Mullabrack.

Letters read:—

Rev. W. L. Berkeley (Apl. 21), as to Belfast Presbytery.
W. C. Scott (Apl. 21), as to the Derry Diocesan Scheme.

Replies, as drafted, ordered to be sent.

Letters also read:—

A. M'Donald (Apl. 19), as to Glenarm School, County Antrim.
Messrs. Moore, Keily and Lloyd (Apl. 20), as to the Leigh Charity Scheme.
Rev. H. Kingsmill Moore (Apl. 20), approving of the Amending Scheme for the Church of Ireland Training College and Kildare Place Society.
Rev. A. Lowry (Apl. 19), sending information in connection with the Donegal Presbytery.

The Draft Scheme, No. 198, for Cromkill School, County Antrim, was considered and passed.

The Commissioners adjourned.

Anthony Traill,
April 26, 1893.

Frederick Redmond, Acting Secretary.

April 26, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Letters read:—

R. M'Dowell (Apl. 24), as to Edenagarry National School, Rathfriland Presbytery.
Rev. W. Clements (Apl. 23), sends "Consents" for Armagh Presbytery.
Rev. J. G. FitzGerald (Apl. 21), sends names of Committee for Cromkill School.
Rev. W. L. Berkeley (Apl. 25), sends names of Trustees for Belfast Presbytery.

A letter (Apl. 25) was read from J. Taylor as to the stage of the Erasmus Smith Scheme, and a reply, as drafted, ordered to be sent.

The Schemes for the following Endowments were considered and passed:—

No. 197. The School for Educating Daughters of the Irish Clergy.
No. 200. The Damer Schools, Stephen's Green, Dublin.

The Commissioners adjourned.

William O'Brien,

Frederick Redmond, Acting Secretary. April 28, 1893.

April 28, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

J. Kelso Reid (Apl. 27), as to the Gwyn and Young Endowments.
Rev. J. MacLaurin (Apl. 26), as to the Managership of Cabragh School, Mullabrack.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. W. L. Berkeley (Apl. 26), as to Belfast Presbytery.
Rev. D. Humphrys (Apl. 27), as to his evidence *re* the Erasmus Smith Endowments.

A letter (Apl. 20) was also read from Rev. Dr. O'Mulloy, P.P., as to the Carysfort Royal School Endowments, and referred to a full meeting of the Commission.

The correspondence on the Luke Burne Endowment, Templeboy, was considered, and a letter, as drafted, was ordered to be written to the Most Rev. the Lord Bishop of Killala on the subject.

The Draft Amending Scheme, No. 201, for the Brown Street Sunday and Daily Schools, Belfast, was considered and passed.

The Draft Scheme, No. 203, relating to the Tullycavey School, Grey Abbey, and the Allen Endowment, was considered.

Directions were given as to the mode of publication of the batch of Draft Schemes to appear on Saturday, the 29th instant.

The Commissioners adjourned.

H. B. Wilson,

Frederick Redmond, Acting Secretary. April 29, 1893.

April 29, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Letters read:—

The Honorary Secretary, Select Vestry, Baltinglass, (Apl. 28), as to hearing objections to the Stratford Lodge School Scheme.
Rev. D. Humphrys, C.C. (Apl. 28), as to the correction of his evidence *re* the Erasmus Smith Endowments.

Replies, as drafted, ordered to be sent.

A letter (Apl. 26) was also read from the Under Secretary, Dublin Castle, as to Descriptive Titles of Parliamentary Papers.

The Secretary was directed to write, in terms as drafted, to the Rev. J. Melvin, as to Luke Burne Endowment, Templeboy, County Sligo.

The Commissioners adjourned.

Gerald Molloy,

Frederick Redmond, Acting Secretary. May 3, 1893.

May 3, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Tuesday and Wednesday, the 30th and 31st of May, were provisionally fixed as the days for considering the evidence taken at the Public Inquiry into the Erasmus Smith Endowments, held on the 19th, 20th, 21st, and 22nd of October, 1892.

The application for an Amending Scheme for Joseph Brown's Endowment, Ards, was considered, and the lines on which the Amending Scheme should be drafted were agreed upon.

The Acting Secretary was directed to write in terms as drafted to Messrs. Hone and Falkiner, as to the Draft Scheme for the Damer Male and Female Schools in connection with the Unitarian Congregation of St. Stephen's Green, Dublin.

The Commissioners adjourned.

ANTHONY TRAILL,
May 5, 1893.

Frederick Redmond, Acting Secretary.

May 5, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. G. R. Wedgwood (April 29), as to the constitution of the Governing Body of Pembroke Technical School.
Messrs. Cramsie and Greer (May 3), as to the Glenarm School Scheme.
W. M. Beauchamp (April 28), as to the Scheme for the Diocesan Schools and Banagher Royal School Endowments.

Letters also read:—

Rev. J. G. FitzGerald (May 3), as to the Cromkill School Scheme.
Messrs. M'Neill and Williams (May 3), as to the Kirkpatrick Endowment, Larne.
Rev. T. S. Graham (May 3), as to the Scheme for the Comber Presbytery.

The following letters were referred to the Judicial Commissioners:—

The Secretaries, Commissioners of Charitable Donations and Bequests (April 28), as to the Scheme for the General Orphan Home.
Rev. D. Humphrys (May 4), as to evidence in connection with the Erasmus Smith Endowments.
The Under Secretary, Dublin Castle (May 3), enclosing Objections lodged with the Privy Council to the Scheme for the Diocesan Schools and Banagher Royal School Endowments.

The Commissioners adjourned.

H. B. WILSON,
May 6, 1893.

Frederick Redmond, Acting Secretary.

May 6, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read:—

J. Anderson (May 4), as to the Amending Scheme for Sullivan's Schools, Holywood.
Rev. W. Matchette (May 5), as to Ballintoy School Scheme.
Rev. Dr. Magee (May 5), addressed to Dr. Wilson, as to the Amending Scheme for the Presbytery of Dublin.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. W. Murphy (April 5), as to Athlone Presbytery Scheme.
Rev. J. Melvin (May 6), as to the Luke Burne Endowment, County Sligo.

The circumstances of the North East Agricultural Association were considered with a view to the preparation of a Scheme for the same.

The Commissioners adjourned.

GERALD MOLLOY,
May 12, 1893.

Frederick Redmond, Acting Secretary.

May 10, 1893.

Stated Attendance of the Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present :—Monsignor MOLLOY.

The following letter was read, and a reply provisionally drafted :—

W. B. Lacy (May 9), as to the Munster Dairy School and Agricultural Institute.

Letters also read :—

Isaac Harvey (May 6), applying for copies of various Schemes.
Rev. D. M'Meekin (May 6), as to Cromkill School Scheme.
Messrs. M'Neill and Williams (May 6), as to the Kirkpatrick Endowment, Larne.

The following letters were referred to the Judicial Commissioners :—

Rev. Dr. O'Mulloy (May 9), as to Carysfort Royal School Scheme.
Rev. H. F. MacDonald (May 8), as to the Amending Scheme for the Robertson Endowments, Diocese of Raphoe.
The Under Secretary, Dublin (May 8), remitting the Leigh Charity Scheme with a Declaration.

GERALD MOLLOY,
May 12, 1893.

Frederick Redmond, Acting Secretary.

May 12, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. WILSON.

Minutes of the preceding meeting and Stated Attendance were read and confirmed.

The answer provisionally drafted to Mr. Lacy's letter of the 9th instant, was submitted and approved.

The following letters were read :—

H. N. Fossitt (May 10) as to the Amending Scheme for Morgan's School, Castleknock.
Rev. Dr. Magee (May 11), addressed to Dr. Wilson, as to the Amending Scheme for Dublin Presbytery.

Replies, as drafted, ordered to be sent.

The Commissioners adjourned.

Frederick Redmond, Acting Secretary.

May 13, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, DR. WILSON.

Letters read :—

The Secretaries, Commissioners of Charitable Donations and Bequests (May 12), as to the Scheme No. 121, for the General Orphan Home Endowments.
Ven. Archdeacon Meade (May 12) suggesting Amendment to the Scheme No. 195, for the Crilly School and Pettigrew Endowment.
Rev. A. B. Wilson (May 12), as to documents connected with Kilshannig Parish.

Replies, as drafted, ordered to be sent.

Letters also read :—

A. F. Graves (May 12), as to the Pembroke Technical School Endowment.
Rev. W. M'Cay (May 12), as to the Coleraine Presbytery Scheme.
Rev. H. M. Butler (May 12), as to Limavady Presbytery Scheme.

The Amending Scheme No. 202 for Joseph Brown's Endowment, Ards, was considered and passed.

The Commissioners adjourned.

Frederick Redmond, Acting Secretary.

May 17, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. Dr. O'Mulloy, P.P. (May 15), as to the Carysfort Royal School Scheme.
Mrs. Persse (May 16), suggesting amendment in the Draft Scheme for Parsons Persse Endowment.
Mrs. Shaw-Taylor (May 15), suggesting amendment in the Draft Scheme for Parsons Persse Endowment.
H. Harris (May 13), objects to the Scheme for the Crilly School and Pettigrew Endowment.

Replies, as drafted, ordered to be sent.

A letter (May 13) was read from Rev. H. M. Butler as to the Limavady Presbytery Scheme.

The following letters were referred to the Judicial Commissioners:—

Rev. H. F. MacDonald (May 15), as to the Scheme for the Robertson Endowments, Diocese of Raphoe.
G. King Magee, as to account for shorthand notes of a Public Sitting held on January 10, 1893.

The Scheme, No. 204, for the Kirkpatrick Endowment, Larne, was considered and passed.

The Commissioners adjourned.

H. B. WILSON,
May 19, 1893.

Frederick Redmond, Acting Secretary.

May 19, 1893

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

The Heads of a Scheme for the North East Agricultural Association were submitted, and a letter, as drafted, was ordered to be sent to Messrs. L'Estrange and Brett on the subject.

Letters read:—

D. M'Donald (May 17), as to the time for objecting to the Glenarm School Scheme.
The Secretaries, Commissioners of National Education (May 17), as to the Scheme for the Limerick Endowment for Technical Education.

Replies, as drafted, ordered to be sent.

The following letters were referred to the Judicial Commissioners:—

Rev. J. Steen (May 16), as to the Amending Scheme for Dublin Presbytery.
Rev. H. F. MacDonald (May 15), as to the Amending Scheme for the Robertson Endowments, Diocese of Raphoe.
Rev. A. Harvey, as to the Cusack Endowment, County Meath.

The Draft Scheme No. 203 for the Tullycavey School and the Allen Endowment was considered and passed.

The Commissioners adjourned.

GERALD MOLLOY,
May 27, 1893.

Frederick Redmond, Acting Secretary.

May 25, 1893.

Stated Attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Dr. TRAILL.

Letters read :—

Rev. D. Humphrys (May 24), as to evidence in connection with the Public Inquiry into the Erasmus Smith Endowments.

Messrs. Cramsie and Greer (May 22), as to Presbyterian Endowments dealt with by the Commission.

Replies, as drafted, ordered to be sent.

Letters also read :—

Messrs. M'Neill and Williams (May 20), as to Kirkpatrick Endownment, Larne.

R. Andrews, two letters (May 8 and 11), as to Cromkill School, County Antrim.

The following letters were referred to the Judicial Commissioners :—

Colonel Aldworth (May 22), as to the St. Leger Aldworth Endowment.

Rev. W. Johnston (May 22), as to the Amending Scheme for the Brown Street Sunday and Daily Schools.

The following question was referred to the Judicial Commissioners :—

"Whether it would be advisable, in the revision of the Amending Scheme for the Brown Street Sunday and Daily Schools, to insert a clause allowing the Governing Body to appoint a local Auditor of whose competency the Local Government Board shall be satisfied."

GERALD MOLLOY,

May 27, 1893.

Frederick Redmond, Acting Secretary.

May 27, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting and Stated Attendance were read and confirmed.

Letters read :—

Rev. A. E. Wynne (May 26), as to the Scheme for the Parochial Schools of the City of Dublin.

Rev. J. Finlay (May 25), as to the Scheme for Browne's Apprenticeship Fund.

Replies, as drafted, ordered to be sent.

Letters also read :—

D. M'Donald (May 26), as to Glenarm School Scheme.

Rev. J. Usher (May 26), as to the Stratford Lodge Schools, Baltinglass.

W. B. Lacy (May 25), as to the Munster Dairy School and Agricultural Institute.

The Secretary, Board of Works (May 23), as to Offices of the Commission.

The Draft Scheme No. 205 for Cabragh School, Mullabrack, was considered and passed.

The Commissioners adjourned.

WILLIAM O'BRIEN,

May 31, 1893.

Frederick Redmond, Acting Secretary.

May 30, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Letters read :—

The Secretary, North East Agricultural Association (May 27), requesting an interview with the Secretary *re* the proposed Scheme for the Endowment.

V. Montgomery (May 29), as to the Scheme for Crilly School and Pettigrew Endowment.

W. B. Lacy (May 27), as to the Munster Dairy School and Agricultural Institute.

Directions were given as to the preparation of a batch of "Blue Schemes" to be signed by the Judicial Commissioners on June 19.

The question of the Erasmus Smith Scheme was considered.

The Commissioners adjourned.

WILLIAM O'BRIEN,

May 31, 1893.

Frederick Redmond, Acting Secretary.

May 31, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of the two preceding meetings were read and confirmed.

Letters read:—

W. Browne Clayton (May 30), as to the Browne Apprenticeship Fund.
Messrs. L'Estrange and Brett (May 30), as to the North East Agricultural Association.

The question of the Erasmus Smith Scheme was further considered.

The Commissioners adjourned.

Anthony Traill,
June 2, 1893.

Frederick Redmond, Acting Secretary.

June 2, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Objections on behalf of Captain Meade J. C. Dennis to the Scheme for Stratford Lodge Schools, Baltinglass, were considered, and a letter, as drafted, ordered to be written on the matter.

The Commissioners adjourned.

H. B. Wilson,
June 3, 1893.

Frederick Redmond, Acting Secretary.

June 3, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. T. B. Considine (June 2) as to the Scheme for Parsons Persse Endowment, County Galway.
Rev. M. Murphy (June 2) as to Endowments connected with Athlone Presbytery.

Replies, as drafted, ordered to be sent.

A receipt from Mr. R. St. J. Lonergan for documents connected with the Dioceses of Cork, Cloyne, and Ross was also read.

It was provisionally arranged that Schemes dealing with the following Endowments should be published at the end of June:—

The North East Agricultural Association.
Athlone Presbytery.
St. Peter's Parochial Schools and Mrs. Wray's School.—Amending Scheme.

The Commissioners adjourned.

William O'Brien,
June 7, 1893

Frederick Redmond, Acting Secretary.

June 7, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read:—

J. Moran (June 5), as to the Scheme for Tullycavey School and Allen Endowment.
Meade J. C. Dennis (June 5), as to the Scheme for the Stratford Lodge Schools.
L. E. Steele (June 5), as to the Scheme for the Irish Clergy Daughters' School.

Replies, as drafted, ordered to be sent.

Letters also read:—

J. W. M'Ninch (June 5), as to the Kirkpatrick Endowment, Larne.
H. C. Kelly (June 6), as to the North East Agricultural Association.

The following batch of Schemes were directed to be prepared for the signature of the Judicial Commissioners:—

No. 123. The Charleville Charity.
No. 149. Pembroke Technical School.
No. 155. St. Leger Aldworth Endowment.
No. 173. The Belfast Natural History and Philosophical Society. Amending Scheme.
No. 174. The Parochial Schools of the Diocese of Armagh. Amending Scheme
No. 175. Baltimore Fishery School. Amending Scheme.
No. 176. Swords Borough Schools. Amending Scheme.

With regard to the Scheme for the Pembroke Technical School, a letter, as drafted, was ordered to be written to the following:—

Arnold Graves, Esq.,
Fane Vernon, Esq.,
Rev. G. R. Wedgwood,
Rev. H. Evans,
Rev. J. Mooney,

Saturday, the 10th instant, being fixed for a conference with the same.

The Commissioners adjourned.

Gerald Molloy,
June 9, 1893.

Frederick Redmond, Acting Secretary.

June 9, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill.

Minutes of preceding meeting were read and confirmed.

Letters read:—

J. Moran (June 7), as to Draft Scheme for Tullycavey School and Allen Endowment.
Rev. W. Irwin (June 8), as to "Consent Forms" for Coleraine Presbytery.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev H. Evans (June 9), as to Pembroke Technical School.
J. W. M'Ninch (June 8), as to the Kirkpatrick Endowment, Larne.
Rev. W. Matchette (June 8), as to Ballintoy School, County Antrim.

It was ordered that Scheme No. 152, for the Ballintoy School, should be added to the list to be prepared for the signature of the Judicial Commissioners.

The Commissioners adjourned.

Anthony Traill,
June 14, 1893.

Frederick Redmond, Acting Secretary.

June 10, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL.

SCHEME No. 149.—THE PEMBROKE TECHNICAL SCHOOL—CONFERENCE.

The following gentlemen attended and conferred with the Commissioners as to the revision of the above Scheme :—

Sir Robert Jackson.
Arnold Graves, Esq.
Rev. H. Evans.
Rev. R. B. Stoney.
Rev. J. A. Campbell.

The following letters were read :—

W. B. Lacy (June 9), as to the Munster Dairy School and Agriculturai Institute.
M'Neill and Williams (June 9), as to the Draft Scheme for the Kirkpatrick Endowment, Larne.

A statement was also read from Mr. T. Falls, Solicitor, as to the Scheme for the Parochial Schools of the Diocese of Armagh.

The Commissioners adjourned.

ANTHONY TRAILL,

Frederick Redmond, Acting Secretary. June 14, 1893.

June 14, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Dr. TRAILL, Dr. WILSON.

Minutes of the two preceding meetings were read and confirmed.

A letter was read from Rev. W. Matchette (June 12), as to Ballintoy School, and a reply, as drafted, ordered to be sent.

The Draft Scheme, No. 207, for Athlone Presbytery was considered and passed.

The Commissioners adjourned.

H. B. WILSON,

Frederick Redmond, Acting Secretary. June 16, 1893.

June 16, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read :—

Rev. W. Thompson (June 14), as to additional property for Schedules to the Scheme for the Dioceses of Down and Connor and Dromore.
Rev. Canon Jellett (June 14), as to the Amending Scheme for St. Peter's and Mrs. Wray's School.
J. F. Smeeth (June 15), as to the Rathmines Township Sunday and Daily Schools.

It was provisionally agreed that a Public Sitting should be held on Saturday, July 1, to consider the objections and amendments to the Draft Scheme for the Rathmines Township Sunday and Daily Schools.

The Commissioners adjourned.

ANTHONY TRAILL,

Frederick Redmond, Acting Secretary. June 17, 1893.

June 17, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin

Present :—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter was read from Rev. J. Gass (June 14), as to "Consents" still outstanding for the Cavan Presbytery Scheme ; and it was decided that the time for sending in the same should be extended.

Directions were definitely given as to a Public Sitting to be held on Saturday, July 1, 1893, to consider Objections and Amendments to the Draft Scheme for the Rathmines Township Sunday and Daily Schools, and advertisements of the same were ordered to be published as authorized.

The Commissioners adjourned.

H. B. WILSON,

Frederick Redmond, Acting Secretary. June 21, 1893.

June 21, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Letters read:—

Rev. M. Murphy (June 20), as to the proposed Draft Scheme for the Athlone Presbytery.
H. C. Kelly (June 20), as to the North East Agricultural Association.
Rev. W. J. Hill (June 17), as to "Consents" for Coleraine Presbytery.

The Revised Amending Scheme for Baltimore Fishery School was considered and amended.

It was ordered that a batch of Draft Schemes should be published on Friday, June 30.

The Commissioners adjourned.

ANTHONY TRAILL,

Frederick Redmond, Acting Secretary. June 22, 1893.

June 23, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read:—

Rev. T. Armstrong (June 21), as to "Consents" for Cavan Presbytery.
Rev. C. K. Toland (June 21), as to "Consents" for Strabane Presbytery.
Rev. D. Humphrys (June 22), enclosing statement as to the Erasmus Smith Endowment.

A letter (June 21), was read from Rev. T. Eaton, as to the Scheme for Cromkill School, and a reply, as drafted, ordered to be sent.

Monday, July 10, was provisionally fixed for holding a Public Inquiry at Ballymena as to Cromkill School.

The Commissioners adjourned

H. B. WILSON,

Frederick Redmond, Acting Secretary. June 24, 1893.

June 24, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Objections with respect to Glenarm Parochial School, on behalf of the Presbyterians of Glenarm, were considered.

The Revised Draft Scheme for the Parochial Schools of Dublin, Glendalough, and Kildare, was considered and passed.

Monday, July 10, was finally fixed for holding a Public Sitting in Ballymena to consider the Objections and Amendments to the Draft Scheme for Cromkill National School.

N.B.—Countermanded by Lord Justice FitzGibbon, as the two months allowed for Objections had not expired.

The Commissioners adjourned.

ANTHONY TRAILL,

Frederick Redmond, Acting Secretary. June 28, 1893.

June 28, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Mr. Justice O'Brien, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

A letter was read from Messrs. O'Rorke and M'Donald (June 26), covering objections to the Draft Scheme for Glenarm School, County Antrim.

The Draft Scheme, No. 207, for the Endowments of the Athlone Presbytery was considered and passed.

The Commissioners adjourned.

H. B. Wilson,
June 30, 1893.

Frederick Redmond, Acting Secretary.

June 30, 1893.

Meeting of the Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present :—Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

A letter (June 26) was read from Rev. R. M'Elney as to the Scheme for the Endowments of the Down Presbytery.

Objections on behalf of the Earl of Antrim to the Draft Scheme for Glenarm School were read.

The Commissioners adjourned.

Gerald FitzGibbon,
July 1, 1893.

Frederick Redmond, Acting Secretary.

July 1, 1893.

PUBLIC SITTING

Of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Dr. Traill, Dr. Wilson.

Mr. Charles Ryan, Shorthand Writer, was in attendance.

Draft Scheme No. 161, The Rathmines Township Sunday and Daily Schools.
(To consider Objections).

The following Gentlemen were present, and made statements :—

Rev. S. M. Harris.
Rev. J. M. Hamilton, M.A.
G. T. Vanston, Esq., LL.D.
J. Smeeth, Esq.
J. C. Oram, Esq., M.A., M.E.

MEETING.

A letter (June 29), was read from the Right Rev. The Bishop of Ossory as to Scheme No. 106, for John Ivory's School, Wexford, and a reply as drafted ordered to be sent.

It was directed that the Schemes for the following Endowments should be published on Tuesday, July 4 :—

No. 206.—The North East Agricultural Association.
No. 207.—The Endowments of and belonging to Congregations under the care of the Presbytery of Athlone.

The Commissioners adjourned.

Gerald FitzGibbon,
July 7, 1893.

Frederick Redmond, Acting Secretary.

July 5, 1893.

Stated Attendance of the Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. WILSON.

Letters read:—

Rev. H. M. Butler (July 3), as to the Endowments of the Limavady Presbytery.
Rev. W. Armstrong (July 3), as to the Endowments of the Cavan Presbytery.
Rev. C. W. Hunter (July 4), as to the Endowments of the Coleraine Presbytery.
Rev. S. Dickson (July 3), enclosing Consents and suggested Amendments for the Down Presbytery Scheme.
J. Kinghan (July 1), as to the Belfast Natural History and Philosophical Society.

A letter was also read from the Secretaries, Commissioners of Charitable Donations and Bequests, as to the Anne Hall Endowments, and referred to the Judicial Commissioners.

GERALD FITZGIBBON,
July 7, 1893.

Frederick Redmond, Acting Secretary.

July 7, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Dr. WILSON.

Letters read:—

Rev. S. F. Dudley Janns (July 5), as to the Glenarm School Scheme.
Rev. W. Machette (July 5), as to Ballintoy School Scheme.
Rev. J. Gass (July 5), as to "Consents" for Cavan Presbytery.

Replies, as drafted, ordered to be sent.

The state of Schemes in preparation for the "blue" stage was considered.

The Commissioners adjourned.

GERALD FITZGIBBON,
July 12, 1893.

Frederick Redmond, Acting Secretary.

July 12, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Dr. WILSON.

Letters read:—

Rev. D. Humphrys, c.c. (July 10), as to Evidence relating to Erasmus Smith Endowments.
Rev. J. Steen (July 11), as to the "Gibson Bequest, Endowments of the Dublin Presbytery" —Amending Scheme.
The Under Secretary, Dublin Castle (July 11), as to the Dromore Presbytery Scheme.
The Under Secretary, Dublin Castle (July 10), as to Tyrone Presbytery Scheme.
T. T. L. Overend, two letters (July 8 and 11), as to the Urith Paul Endowment.

Replies, as drafted, ordered to be sent.

Letters also read:—

S. Magill (July 11), sending Objections and Amendments to the Scheme for the Kirkpatrick Endowment, Larne.
Rev. J. Gass (July 10), as to "Consents" for the Endowments of the Presbytery of Cavan.

The Commissioners adjourned.

GERALD FITZGIBBON,
July 14, 1893.

Frederick Redmond, Acting Secretary.

July 14, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Dr. Wilson.

Certain questions connected with the Comber Presbytery Scheme were considered.

Letters read:—

Rev. J. Gass (July 13), as to "Consents" for Cavan Presbytery.
W. A. Cooper (July 13), as to the Browne's Apprenticeship Fund, Carlow.
T. P. Le Fanu (July 12), as to the Down and Connor and Dromore Diocesan Scheme, and the Scheme for the Diocesan Schools and Banagher Royal School Endowments.
T. Falls (July 12), enclosing copy of affidavit as to the Scheme for the Parochial Schools of the Diocese of Armagh.

A letter was also read from Rev. W. C. Steele (July 12), as to the Dromore Presbytery Scheme, and a reply, as drafted, ordered to be sent.

Certain directions as to the Schemes under preparation for the signature of the Judicial Commissioners were given.

The Commissioners adjourned.

Gerald FitzGibbon,
July 19, 1893.

Frederick Redmond, Acting Secretary.

July 15, 1893.

Stated Attendance of the Commissioners held this day at the Office, 23, Nassau Street, Dublin

Present:—Dr. Wilson.

A letter (July 14) was read from Rev. J. Steen, as to "Consents" for the Amending Scheme for the Endowments of the Dublin Presbytery, and a reply, as drafted, ordered to be sent.

A letter (July 14) was also read from Rev. J. M. Hamilton, as to the Revised Scheme for the Rathmines Sunday and Daily Schools, and directions were given thereon.

The acknowledgment of the receipt of a Document in connection with Morgan's School, Castleknock, was reported.

Gerald FitzGibbon,
July 19, 1893.

N. D. Murphy, Secretary.

July 19, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Dr. Wilson.

Letters read:—

Rev. S. F. Dudley Janns (July 15), as to objections to Glenarm Parochial School Scheme.
Messrs. Cramsie and Greer (July 18), as to the Scheme for the Kirkpatrick Endowment, Larne.
Rev. M. Murphy (July 18), as to "Consents" for Athlone Presbytery Scheme.
Rev. W. Armstrong (July 17), as to "Consents" for Cavan Presbytery Scheme.
T. B. MacDonald (July 17), as to the Amending Scheme for Morgan's School, Castleknock.

Replies, as drafted, ordered to be sent.

Letters also read:—

Rev. A. M'Creery (July 18), as to the Schedule to Comber Presbytery Scheme.
Rev. T. S. Graham (July 18), as to Comber Presbytery Scheme.
Rev. R. S. Arnold (July 15), as to the proposed Amending Scheme for Dromore Presbytery.

A letter was also read from Rev. C. W. Hunter (July 18), as to the Coleraine Presbytery Scheme, and instructions were given thereon.

The Commissioners adjourned.

Gerald FitzGibbon,
July 26, 1893.

N. D. Murphy, Secretary.

July 21, 1893.

Stated Attendance of the Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present :—Dr. WILSON.

A letter was read from Rev. J. B. M'Bride (July 20), as to the Revised Scheme for the Endowments of the Presbytery of Derry, and a reply, as drafted, ordered to be sent.

Letters also read :—

Rev. R. Ross (July 20), as to the Schedule to the Revised Scheme for the Endowments of the Presbytery of Derry.

Rev. R. J. Arnold (July 19), as to the proposed Amending Scheme for the Endowments of the Presbytery of Dromore.

J. Donovan (July 20), as to the Amending Scheme for Baltimore Fishery Schools.

Rev. Stewart Dickson (July 20), as to the Down Presbytery Scheme.

GERALD FITZGIBBON,
July 26, 1893.

Frederick Redmond, Acting Secretary.

July 22, 1893

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Mr. Justice O'BRIEN, Dr. WILSON.

The state of the Schemes for the following Endowments was considered :—

No. 151. Raphoe Presbytery.
No. 137. Comber Presbytery.
No. 166. Templepatrick Presbytery.
No. 185. Dublin Presbytery. Amending Scheme.

And letters were ordered to be written to the Ministers of those Congregations whose "Consents" were still outstanding, requesting that the said "Consents" might be signed and returned to the office as soon as possible.

The Commissioners adjourned.

GERALD FITZGIBBON,
July 26, 1893.

Frederick Redmond, Acting Secretary.

July 26, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Dr. WILSON.

Minutes of the preceding meetings and Stated Attendances were read and confirmed.

Letters, as drafted, were directed to be sent to the Rev. R. J. O'Loughlin and Mr. Porter, Solicitor, with regard to the Jackson Schools, Monaghan, and the Ebenezer School, Belfast, respectively.

Letters read :—

Rev. J. R. M'Cleery (July 25), as to the Comber Presbytery Scheme.

Messrs. H. T. Dix and Sons (July 25), as to the proposed Scheme for the Incorporated Society Schools.

H. C. Kelly, (July 25), applying for copies of the "Educational Endowments (Ireland) Act, 1885."

Rev. Dr. O'Mulloy, P.P. (July 24), as to the Carysfort Royal School Endowments.

Rev. Robert Wallace (July 24), as to the Coleraine Presbytery Scheme.

The Commissioners adjourned.

GERALD FITZGIBBON,
July 27, 1893.

Frederick Redmond, Acting Secretary.

July 27, 1893

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Mr. Justice O'Brien, Dr. Wilson.

Letters read :—

The Under Secretary, Dublin Castle (July 26), covering correction to Scheme for Tyrone Presbytery.
Rev. Dr. O'Mulloy, P.P. (July 26), as to the Carysfort Royal School Endowments.
Rev. W. M. Henry (July 26), as to Cavan Presbytery Scheme.

The state of the Scheme for Glendermot Presbytery was under Dr. Wilson's consideration, and directions were given as to obtaining the "Consents" outstanding.

The Commissioners adjourned.

Gerald FitzGibbon,
July 27, 1893.

Frederick Redmond, Acting Secretary.

July 28, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Dr. Wilson.

A letter (July 26) was read from Rev. J. B. M'Bride, as to the Scheme for the Presbytery of Derry, and a reply, as drafted, ordered to be sent.

Letters also read :—

Rev. W. Irwin (July 27), as to the Scheme for Coleraine Presbytery.
Rev. Wm. M'Dowell (July 26), as to the Scheme for Cavan Presbytery.
Rev. M. Murphy (July 27), *re* Consents for the Scheme for Athlone Presbytery.

The objection of Rev. R. Meares to the Scheme for the Presbytery of Tyrone was submitted, and instructions were given thereon.

The Commissioners adjourned.

Gerald FitzGibbon,
August 1, 1893.

Frederick Redmond, Acting Secretary.

August 1, 1893.

Meeting of the Commission held this day at the Office, 23 Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

The circumstances of the following Endowments were under consideration :—

Jackson's Schools, Monaghan.

Lord Justice FitzGibbon submitted a report thereon, and a letter, as drafted by him, to Rev. R. S. O'Loughlin was approved; Dr. Traill undertaking the further management of the matter.

The Ebenezer Chapel, Belfast.

Lord Justice FitzGibbon submitted a report thereon, and a letter, as drafted by him, to Mr. R. J. Porter, was approved; Dr. Wilson undertaking to write to the Presbyterian Minister of the locality on the matter.

Clonmel Charitable School.

Dr. Traill undertook to present a report thereon.

The Diocese of Meath Amending Scheme (Ardkeenan Endowment).

A letter from Rev. G. M'Clenaghan was submitted, and it was decided that an Amending Scheme should be prepared by which St. Peter's Parish should get one-third of the Endowment so long as it can be applied to Educational purposes or for the widows and housekeepers of the Parish.

A letter, as drafted, was directed to be written to Rev. Canon Keene on the matter.

THE GWYN AND YOUNG ENDOWMENTS, AMENDING SCHEME.

Dr. Traill submitted a report thereon, and he and Dr. Wilson undertook to prepare a further statement by the next meeting.

ST. PETER'S SCHOOL AND MRS. WRAY'S SCHOOL.

Lord Justice FitzGibbon submitted a report thereon, and it was decided that an Amending Scheme should be prepared, vesting the Leeson Street Infant Schools in the Trustees of St. Peter's Schools, with power to place them under the National Board, with the consent of the Representative Church Body.

THE INCORPORATED SOCIETY SCHOOLS.

The Heads of a Scheme to be submitted by Lord Justice FitzGibbon at next meeting.

LUKE BURNE'S CHARITY, TEMPLEBOY.

Monsignor Molloy undertook to report on the matter.

DROMORE PRESBYTERY, AMENDING SCHEME.

To be published on Monday, August 14.

DRAFT SCHEME No. 54.—ROXBOROUGH ROAD SCHOOL.

Dr. Traill to write to Rev. Canon Gregg, and further action in the matter to be postponed till October, pending the decision of the Privy Council *re* the Scheme for the Diocesan Schools and Banagher Royal School Endowments.

DRAFT SCHEME No. 61.—LARNE GRAMMAR SCHOOL.

Dr. Traill to inquire into the matter.

DRAFT SCHEME No. 62.—THE MUNSTER DAIRY SCHOOL AND AGRICULTURAL INSTITUTE.

Monsignor Molloy undertook to prepare a Report.

DRAFT SCHEME No. 71.—STRABANE ACADEMY.

Dr. Wilson to write to the persons interested in the matter.

DRAFT SCHEME No. 111.—THE PRESTON ENDOWMENT—NAVAN, BALLYROAN, &C.

It was decided that the Scheme should be revised on the following lines :—

(1.) Additional Recitals should be inserted dealing with :—

(*a.*) The School Buildings.
(*b.*) The appointment of Master (subsequent to the Act).
(*c.*) The discontinuance of the Schools.

(2.) Clauses to provide :—

(*a.*) For the surrender of the premises and the termination of the present Head Master's employment.
(*b.*) For the allocation of the Endowment to a local School Authority, which shall have established a School in suitable buildings at Abbeyleix, but no grant out of the Capital to be given to such School Authority until they shall have either acquired such buildings, or shall have raised, by subscription, a sum of £500 for the purpose of establishing a School.

DRAFT SCHEME No. 113.—URITH PAUL ENDOWMENT.

Dr. Traill undertook to submit a report thereon.

DRAFT SCHEME No. 125.—THE CHARLTON CHARITY.

Monsignor Molloy and Dr. Traill to report on the matter.

DRAFT SCHEME No. 131.—THE KILMEAGUE SCHOOL AND PERCEVAL ENDOWMENT.

It was decided that a Revised Scheme should be prepared on the lines of the Draft Scheme, but provisions to be inserted for the realization of the old schoolhouse when the new teacher's residence shall have been built; the old schoolhouse to be used in the meantime, and the landlord to have the right of pre-emption if sold.

The Commissioners adjourned.

GERALD FITZGIBBON

Frederick Redmond, Acting Secretary. August 3, 1893.

August 3, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

THE INCORPORATED SOCIETY FOR PROMOTING PROTESTANT SCHOOLS IN IRELAND.

The Draft of a Scheme was submitted by Lord Justice FitzGibbon, discussed, and ordered to be printed, it being agreed that the clauses relating to Technical Education should be revised.

THE GWYN AND YOUNG ENDOWMENTS.

A report by Dr. Traill and Dr. Wilson was discussed, and the Heads of an Amending Scheme were submitted; the following points, subject to revision, being agreed to:—

(1.) Clause 13 of the Original Scheme to be amended by providing for the separate administration of the Gwyn Endowments and the Young Endowments, until and so far as a majority of each Board shall carry a resolution for amalgamation.

(2.) That on the requisition of the Young Governors an Institution shall be established, to be called the "Joseph Young Institution," it being obligatory on the Young Governors, at their option, to expend the entire revenue, either in establishing the Institution, or boarding out the children.

(3.) That it shall be optional with both Boards whether a portion of the Gwyn premises shall be applied for the Young Institution, but if a portion shall have been once applied, it shall not be withdrawn without the joint consent of both Boards.

(4.) That the Leasing powers be extended from 200 to 999 years.

Letters read:—

R. Good (Aug. 1), as to Morgan's School, Castleknock.
Rev. C. W. Hunter (Aug. 1), as to the Schedule to Coleraine Presbytery Scheme.
Rev. D. Humphrys (Aug. 1), as to the Erasmus Smith Endowments.
W. A. Cooper (Aug. 2), as to the Carlow Apprenticeship Fund.
Messrs. Moore, Keily, and Lloyd (Aug. 1), as to the Leigh Charity Scheme.
Messrs. M'Neill and Williams (July 29), enclosing Objections to the Scheme for the Kirkpatrick Endowment, Larne.
H. J. Harris (July 31), enclosing Objections to the Scheme for the Cabragh School, Mullabrack.

A letter was also read from Mr. J. Hilfirty (July 28), as to the Phibsborough Sunday and Daily Schools, and a reply, as drafted, ordered to be sent.

The Agenda Paper for the Meeting to be held on Saturday, August 5, was arranged.

The Commissioners adjourned.

GERALD FITZGIBBON,
August 5, 1893.

Frederick Redmond, Acting Secretary.

August 5, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

DRAFT SCHEME No. 134.—THE LYONS ENDOWMENT, LOUGHREA.

Report submitted by Dr. Traill; Scheme to be prepared for signature on the lines therein indicated.

DRAFT SCHEME No. 190.—THE STRATFORD LODGE SCHOOLS, BALTINGLASS.

It was decided that the Governing Body should consist of:—

The Incumbent;
One Representative of the Select Vestry;
The Owner of the Stratford Lodge Estate;
A Governor nominated by the "Owner";
"The Bishop," or a Governor nominated by him;

And two Representatives of the Subscribers; each Subscriber being entitled to vote who gives either an annual subscription of £1 or a lump sum of £20; those who contribute to the purchase of a site being held to be "Subscribers" within the meaning of the Scheme.

THE LUKE BURNE ENDOWMENT.

Report submitted by Monsignor Molloy, and a letter, as drafted by him, to the Bishop, was approved.

THE CARYSFORT ROYAL SCHOOL ENDOWMENTS.

Report submitted by Monsignor Molloy; correspondence with the Rev. Dr. O'Mulloy considered, and a letter, as drafted to him, was ordered to be sent.

DRAFT SCHEME No. 125.—THE CHARLTON CHARITY.

Report submitted by Monsignor Molloy was considered, and the further consideration of the Scheme was postponed to October.

The Commissioners adjourned.

GERALD FITZGIBBON,

Frederick Redmond, Acting Secretary. August 8, 1893.

August 8, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meetings were read and confirmed.

Letters read:—

Rev. T. W. Hamil (Aug. 7), Rev. A. Henderson (Aug. 5), } As to additional property for Derry Presbytery Scheme.

Replies, as drafted, ordered to be sent.

Letters also read:—

Messrs. Moore, Keily, and Lloyd (Aug. 3), as to the Leigh Charity Scheme.
Rev. R. M'Morris (Aug. 4), as to Letterkenny Presbytery Scheme.

The following Draft Schemes were ordered to be revised and prepared for the signature of the Judicial Commissioners:—

No. 151. Raphoe Presbytery.
No. 160. Limavady Presbytery.
No. 166. Templepatrick Presbytery.
No. 168. Glendermot Presbytery.
No. 169. Strabane Presbytery.
No. 196. Down Presbytery.

DRAFT SCHEME No. 71.—THE STRABANE ACADEMY.

A report was submitted by Dr. Wilson, and it was directed that the Scheme should be prepared for the signature of the Judicial Commissioners.

DRAFT SCHEME No. 113.—THE URITH PAUL ENDOWMENT.

A report was submitted by Dr. Traill and Dr. Wilson, and it was directed that the Scheme should be revised on the following lines (copies of the Revised Scheme to be sent to parties interested before signature):—

1. Provision to be made for utilising Stokestown Schoolhouse, as a Memorial Almshouse, should it be not required as a School.
2. The Incumbents of Whitechurch and New Ross to be *ex-officio* Governors, and the benefits of the Endowment to extend to both these Parishes.
3. Provision to be inserted for Religious Instruction as in the Nicholson Scheme.
4. The provision affecting the vested interests of the Mistress to be struck out.
5. In the awarding of Apprenticeship Fees and Exhibitions, preference to be given to Protestants, in terms of the provisions of the Will.

DRAFT SCHEME No. 114.—LISNABOE ENDOWED SCHOOL.

To be brought up in October with the Revised Draft of the Urith Paul Scheme.

DRAFT SCHEME No. 62.—THE MUNSTER DAIRY SCHOOL AND AGRICULTURAL INSTITUTE.

A report was submitted by Monsignor Molloy, and it was directed that the Scheme should be revised on the following lines:—

1. The constitution of the Governing Body to be modified as hereinafter mentioned:—
   (*a.*) One Governor to be elected by any public body subscribing £50 per annum, or two Governors to be so elected should the subscription amount to £200 per annum.
   (*b.*) Two Governors to be nominated by the National Board, so long as they maintain their present relations with the School.
   (*c.*) Each Board of Guardians that levies a halfpenny rate for the School, or contributes £50 per annum to the funds thereof, to elect one Governor, and any such Board that contributes £200 per annum to elect two Governors.
   (*d.*) The Governing Body, in the first instance, to consist of eighteen members, of whom six shall be life members and twelve elected by subscribers; the Governors elected by subscribers to hold office for three years, and to go out in batches of four; the out-going Governors to be eligible for re-election, provided that on the occasion of such election, one Governor elected by the subscribers shall be dropped for every Governor that shall have been elected by the Boards of Guardians, until the total number of Governors elected by subscribers shall have been reduced to six.

The Commissioners adjourned.

GERALD MOLLOY,

Frederick Redmond, Acting Secretary. August 11, 1893.

August 11, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

Letters read :—

Messrs. F. and K. Reid (Aug. 9), as to the Schedule of the Scheme for the Endowments of the First Presbyterian Congregation of Londonderry.
Rev. J. Bingham (Aug. 9), as to Comber Presbytery Scheme.
Rev. G. Moody (Aug. 10), as to Derry Presbytery Scheme.
Rev. M. Murphy (Aug. 10), as to Athlone Presbytery Scheme.
Rev. W. J. Patton (Aug. 10), as to Down Presbytery Scheme.

Dr. Wilson reported the result of his correspondence with regard to The Ebenezer Chapel, Belfast.

The Draft Schemes for the following Endowments were considered, amended, and passed, and ordered to be published on the 14th instant—the usual instructions as to the mode of publication being given :—

No. 208. St. Peter's Schools, and Leeson Street Infant School, Dublin. Supplemental Scheme.
No. 209. The Parochial Schools of the Diocese of Meath, and other Endowments in the said Diocese; and the Ardkeenan Endowment for the Protestant Poor of Athlone. Amending Scheme.
No. 210. The Incorporated Society for promoting Protestant Schools in Ireland.
No. 211. Gwyn's Charitable Institution and Joseph Young's Charity. Amending Scheme.
No. 212. The Endowments of and belonging to Congregations under the care of the Presbytery of Dromore. Amending Scheme.

The Scheme No. 111 for the Preston Endowment for the Preston School, Navan, the Ballyroan Endowed School, and King's Hospital, Oxmantown, was considered, and ordered to be printed in its revised form.

The Commissioners adjourned.

GERALD MOLLOY,
October 4, 1893.

Frederick Redmond, Acting Secretary.

August 29, 1893.

Stated Attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON.

Letters read :—

F. L. Capron (Aug. 21), as to Stoneyford National School.
H. C. Kelly (Aug. 21), enclosing amendments to the Scheme to the North East Agricultural Association.

Replies, as drafted, ordered to be sent.

A letter was also read from the Most Rev. Dr. Conmy, as to the Luke Burne Charity. The matter was referred to Monsignor Molloy.

GERALD MOLLOY,
October 4, 1893.

Frederick Redmond, Secretary.

September 19, 1893.

Stated Attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FITZGIBBON.

A letter (Sept. 7) was read from Very Rev. Dean Maguire, as to additions to the Schedules of the Scheme for the Dioceses of Down and Connor and Dromore.

A reply, as drafted, was ordered to be sent, and the Secretary was also directed to write to Mr. J. J. Murphy on the same subject.

The Commissioners adjourned.

GERALD MOLLOY,
October 4, 1893.

Frederick Redmond, Acting Secretary.

October 3, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. WILSON.

A letter was read from Most Rev. Dr. Conmy, Bishop of Killala, as to the Luke Burne Endowment.

A reply, as drafted, was ordered to be written to his Lordship.

The following Draft Schemes were ordered for publication on Saturday, October 7, and the necessary directions in reference thereto were given:—

No. 213. The Endowments of and belonging to Congregations under the care of the Presbytery of Derry. (Amending Scheme.)

No. 214. The Parochial Schools of the Dioceses of Down, and Connor, and Dromore. (Amending Scheme.)

No 215. The Endowments of Richard and Mary Jackson, Monaghan.

No. 216. The Endowments of and belonging to Congregations under the care of the Presbytery of Raphoe. (Amending Scheme.)

The Objections lodged with the Clerk of the Privy Council to the Schemes mentioned hereunder, and transmitted to the Commissioners for their observations, were considered, and it was agreed that the observations on the Objections to the Scheme itself should, in each case, be prepared and brought up by the Commissioners named for the purpose, and, in the case of Objections and Amendments to the Schedules, that the observations and corrections should be prepared and made in the office:—

161. Rathmines Township.
152. Ballintoy School.
95. The Leamy Endowments
127. Ossory Diocesan Schools.
185. Dublin Presbytery, Amending.
157. Letterkenny Presbytery.

The following letters were read:—

W. L. Gilliland (Sept. 25), enclosing Objections of the Young Governors to the Amending Scheme for the Gwyn and Young Endowment.

F. and K. Reid (Sept. 7), enclosing Objections to the same Scheme from the Gwyn Governors.

Messrs. Dundon and Doyle (Oct. 1), asking for prints of the Objections and Observations in the case of the Leamy Endowments.

The Governors of St. Peter's Parochial Schools, enclosing Resolution approving of Scheme No. 208, Supplemental Scheme, for the above Endowments.

Rev. L. C. Warren, Rector of Clonmel, stating desire of Governing Body of Clonmel Charitable School that no Scheme should be prepared for these Endowments.

Letter read from the Rev. A. Newland, as to the present circumstances of a School at Buncrana lately aided as an English School by the Erasmus Smith Governors.

Letter in reply, as drafted, was ordered to be sent.

The following Schemes and the Objections thereto were allocated among the Assistant Commissioners, as mentioned in each case, with a view to noting the Objections and preparing the Schemes for revision:—

To Dr. Wilson:—

No. 162. The M'Gowan Endowment.
No. 165. The Dungonnell School.
No. 170. The Edwards Endowment, Castlederg.
No. 195. The Crilly School.
No. 198. The Cromkill School.
No. 203. Tullycavey School.
No. 204. Kirkpatrick Endowment.
No. 205. The M'Creight Endowment, Cabragh.
No. 211. Gwyn and Young—Amending Scheme.

To Dr. Molloy:—

No. 192. Glenarm Parochial School.
No. 200. The Damer Schools.
No. 206. North East Agricultural Association.

To Dr. Traill:—

No. 163. Lord Weymouth's Grammar School, Carrickmacross.

It was agreed the days of meeting should be as usual, and at the usual hours.

A memorandum to be issued in connexion with the Urith Paul Endowment, and the Revised Draft Scheme for the same Endowment were considered and ordered to be printed.

It was agreed that Public Sittings should be held to consider the Objections to Scheme No. 143, the Viscount Limerick's Endowment, Dundalk; and to Scheme No. 190, the Stratford Lodge Schools.

A Public Sitting to hear the Objections to the latter Scheme was fixed for Friday, October 20, at the Office.

The Commissioners adjourned.

GERALD MOLLOY,
October 6, 1893.

Frederick Redmond, Acting Secretary.

October 4, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

The minutes of the meeting of August 11, and of the Stated Attendances of August 29 and September 19 were read and confirmed.

Letters read:—

Rev. Canon Wiley (Oct. 3), as to the Scheme for the Dioceses of Killala and Achonry.
J. Johnston (Oct. 3), applying for a copy of the Scheme for Rainey's School, Magherafelt.

Replies, as drafted, ordered to be sent.

Distribution of Office Papers.—Subject to the approval of the Judicial Commissioners the Secretary was authorized, in dealing with official papers, to place on one side the correspondence in reference to the preparation of Schemes, together with the Objections subsequently lodged, and papers dealing with these Objections, for the use of the Commissioners of Charitable Donations and Bequests.

A series of meetings were arranged and

The Commissioners adjourned.

H. B. WILSON,
October 13, 1893.

Frederick Redmond, Acting Secretary.

October 6, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. WILSON.

Minutes of meeting of October 3 were read and confirmed.

A telegram from Lord Justice FitzGibbon as to considering the Objections lodged against the Scheme for the Viscount Limerick Endowment, Dundalk, was submitted, and it was agreed that a Public Sitting should be held at the Courthouse, Dundalk, on the 21st instant, at 11 o'clock.

A letter (Oct. 4) was read from Rev. J. G. Rainsford, D.D., as to the Incorporated Society Scheme.

The Commissioners adjourned.

H. B. WILSON,
October 13, 1893.

Frederick Redmond, Acting Secretary.

October 7, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Letters read:—

Rev. W. L. Berkeley (Oct. 6), as to the Scheme for Belfast Presbytery.
Rev. C. F. D'Arcy (Oct. 6), as to the Amending Scheme for the Dioceses of Down and Connor and Dromore.
Rev. J. G. Burton (Oct. 6), as to the Scheme for the Killinchy Schools.

Replies, as drafted, ordered to be sent.

The following Draft Schemes were finally considered and passed:—

No. 214. Parochial Schools of the Dioceses of Down and Connor and Dromore—Amending Scheme.
No. 215. The Endowments of Richard and Margaret Jackson.
No. 216. The Presbytery of Raphoe—Amending Scheme.

The Commissioners adjourned.

H. B. WILSON,
October 13, 1893.

Frederick Redmond, Acting Secretary.

October 10, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Letters read:—

Rev. J. A. Ford (Oct. 9), as to the Scheme for the Banks Endowment, Eyrecourt.
H. R. O'Kearny (Oct. 9), as to the Charleville Endowment.
W. Tempest (Oct. 9), as to the Viscount Limerick Endowment.

Replies, as drafted, ordered to be sent.

Letters also read:—

J. Millar (Oct. 9), as to the Killinchy Schools Scheme.
A. Steedman (Oct 9), as to Coleraine Presbytery Scheme.
Rev. R. Orr (Oct. 9), as to the Richard and Margaret Jackson Endowments.
Rev. R. S. D. Campbell (Oct 9), two letters, as to Meath Diocese Amending Scheme, and the Incorporated Society Scheme.
G. W. Johnston (Oct. 7), as to the Viscount Limerick Endowment.
Rev. J. Keating (Oct. 7), as to the Letterkenny Presbytery Scheme.

The Commissioners adjourned

H. B. Wilson,
October 13, 1893.

Frederick Redmond, Acting Secretary.

October 13, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Wilson.

Minutes of the four preceding meetings were read and confirmed.

The following letters were read and reserved for the consideration of the Judicial Commissioners:—

S. Johnson (Oct. 10), as to the Amending Scheme for Dromore Presbytery.
Certain Inhabitants of Dromara (Oct. 3), addressed to His Excellency the Lord Lieutenant, as to Ballykeel National School, Dioceses of Down, and Connor, and Dromore.

A draft reply to a letter (Oct. 10) from Rev. P. J. Horgan, P.P., as to the Scheme for the Dioceses of Cork, Cloyne, and Ross was also reserved for the consideration of the Judicial Commissioners.

Letters also read:—

W. L. Gilliland (Oct. 10), as to the Amending Scheme for the Gwyn and Young Endowments.
Ven. Archdeacon Tait (Oct. 11), as to the Tuam Diocesan Scheme.
C. Sheldon (Oct. 10), as to the Scheme for the Strabane Academy.
Rev. W. L. Berkeley (Oct. 11), as to the Belfast Presbytery Scheme.
G. H. Major (Oct 10), as to the Killinchy Schools Scheme.

A letter (Oct. 10) from H. R. O'Kearny, as to the Charleville Endowment, was again submitted, and a reply, as drafted, ordered to be sent.

A letter (Oct. 11) from Rev. J. M'F. Guy, addressed to the Under Secretary, Dublin Castle, as to the Raphoe Presbytery Scheme, was submitted and referred to Dr. Wilson.

The Scheme for the Urith Paul Endowment was under consideration, and it was directed that copies of the Revised Scheme, together with the observations thereon, should be sent to all parties interested.

The Commissioners adjourned.

Anthony Traill,
October 14, 1893.

Frederick Redmond, Acting Secretary.

October 14, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Letters read:—

F. K. Reid (Oct. 7), as to the Amending Scheme for the Gwyn and Young Endowments.
W. P. Chapman (Oct. 9), as to the Incorporated Society Scheme.
N. Marlow (Oct. 12), as to the Scheme for the Chetwode and Stearne Endowment.
Rev. Stewart Dickson (Oct. 7), as to the Down Presbytery Scheme.
Rev. G. Chamberlain (Sept. 21), as to the Ebenezer Chapel.
Rev. E. Newland (Oct. 14), as to Buncrana School.
Rev. J. B. Keene (Oct 13), as to the Meath Amending Scheme, Ardkeenan Endowment.
M. C. Moynagh (Oct 13), as to the Viscount Limerick Endowment.
Rev. W. L. Berkeley (Oct. 13), as to the Belfast Presbytery Scheme.

Replies, as drafted, ordered to be sent.

The Commissioners adjourned.

Gerald Molloy,
October 17, 1893.

Frederick Redmond, Acting Secretary.

October 17, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Wilson.

Minutes of preceding meeting read and confirmed.

Letters read:—

R. Dickie (Oct. 16), as to documents connected with the Viscount Limerick's Endowment, Dundalk.
T. J. Byrne (Oct. 16), giving Commissioners use of Dundalk Courthouse on the 21st instant.
R. Hassard (Oct. 13), as to the Scheme for the Parochial Schools of the Dioceses of Down and Connor and Dromore.

Replies, as drafted, ordered to be sent.

Letters also read:—

M. C. Moynagh (Oct 13), } as to the Viscount Limerick Endowment.
G. W. Johnston (Oct. 14), }
J. S. Macartney (Oct. 15), as to the Public Sitting to be held on the 20th instant.

The letter read on the 13th instant from Rev. P. J. Horgan, as to the Schools of the Dioceses of Cork, Cloyne, and Ross, was again submitted, and the draft reply approved of; copies of this letter, with covering letters as drafted, were ordered to be sent to:—

Rev. R. L. Fleury, A.M.
The Secretary, Cork, Cloyne, and Ross Diocesan Board of Education.
Right Hon. the Earl of Mount Cashel.

A letter from Rev. W. D. Austin, as to the Ossory Diocesan Scheme was referred to the Judicial Commissioners.

The Commissioners adjourned.

Gerald FitzGibbon,
October 25, 1893.

Frederick Redmond, Acting Secretary.

October 18, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Dr. Traill, Dr. Wilson.

Letters read:—

Messrs. Molloy and Molloy (Oct. 18), as to the Public Sitting in connection with the Stratford Lodge Schools, Baltinglass.

W. B. Lacy (Oct. 17), as to the Revised Draft Scheme for the Munster Dairy School and Agricultural Institute.

R. Baile (Oct. 14), as to the Meath Diocesan Amending Scheme.

Rev. S. Semple (Oct. 17), as to Glendermot Presbytery Scheme.

Rev. J. Steen (Oct. 14), as to the Gibson Bequest, Dublin Presbytery Amending Scheme.

Replies, as drafted, ordered to be sent.

Letters, as drafted, were ordered to be written to:—

The Secretaries, Commissioners of National Education, as to the Revised Draft Scheme for the Munster Dairy School and Agricultural Institute.

Miss Emily Anderson, as to the Public Sitting in connection with the Stratford Lodge School, Baltinglass.

A notice from the Privy Council Office, Dublin Castle (Oct. 17), as to Ballintoy School, was submitted, and instructions were given thereon.

Memoranda for the assistance of the Judicial Commissioners in the revision of the following Schemes were submitted by Dr. Wilson and passed:—

No. 162. The M'Gowan Endowments, &c.
No. 165. The Dungonnell School, Killead.
No. 170. The Edwards Endowment, Castlederg.
No. 195. The Crilly School and Pettigrew Endowment, Aghaloo.
No. 203. The Tully Cavey School, Grey Abbey, and the Allen Endowment.
No. 204. The Kirkpatrick Endowment, Larne.
No. 205. The Cabragh School, Mullabrack, and M'Creight Endowment.

A memorandum as to the revision of Scheme No. 163, Lord Weymouth's School, Carrickmacross, was submitted by Dr. Traill and passed.

The Amending Scheme for the Gwyn and Young Endowments (No. 211), together with a memorandum on its revision by Dr. Wilson were considered, and directed to be forwarded to Lord Justice FitzGibbon.

Certain instructions having been given as to the Public Sitting to be held on the 20th instant,

The Commissioners adjourned.

Gerald FitzGibbon,
October 25, 1893.

Frederick Redmond, Acting Secretary.

October 20, 1893.

PUBLIC SITTING.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Mr. Macartney, Shorthand Writer, was in attendance.

Draft Scheme No. 190.—The Stratford Lodge Schools, Baltinglass.

(Consideration of Objections and Amendments.)

Lord Justice FitzGibbon made an opening statement.

Mr. T. C. Drury, Barrister-at-Law, instructed by Messrs. Meade and Richardson, was present, and made a statement on behalf of Captain Meade J. C. Dennis.

Mr. Isaac Molloy, of Messrs. Molloy and Molloy, was present, and made a statement on behalf of the Rev. J. Usher, Incumbent, and the Select Vestry of Baltinglass.

The following were also present and made statements:—

Rev. J. Usher.
Captain Meade J. C. Dennis.
Mr. Ralph Dagg.
Mr. Peter Douglas.
Mr. George Leonard.
Miss Anderson.

The Commissioners adjourned.

Gerald FitzGibbon,
October 25, 1893.

Frederick Redmond, Acting Secretary.

October 21, 1893.

PUBLIC SITTING.

Meeting of the Commission held this day at the Courthouse, Dundalk.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Mr. Ryan, Shorthand Writer, was in attendance.
Lord Justice FitzGibbon made an opening statement.

THE VISCOUNT LIMERICK ENDOWMENT.

(Objections and Amendments).

Mr. Robert Dickie, Solicitor, appeared for Mr. G. W. Johnston, Head Master of Dundalk Endowed School.
Mr. Michael Moynagh, Solicitor, appeared for the Town Commissioners of Dundalk.
The following made statements:—

Mr. William R. Rogers, Solicitor.
Mr. Robert Dickie, Solicitor.
Mr. Michael Moynagh, Solicitor.
Very Rev. Patrick Segrave.
Mr. J. M. Johnston.
Mr. T. A. Finch.

The following were examined, having been sworn on a previous occasion:—

Mr. G. W. Johnston.
Rev. J. G. Rainsford.
Mr. C. E. Stronge.

The following were sworn and examined:—

Mr. Thomas Roe, J.P., Chairman of Town Commissioners.
Mr. J. M. Johnston, Secretary, Dundalk Library Committee.

The Commissioners adjourned and subsequently visited the Dundalk Endowed School.

Frederick Redmond, Acting Secretary.

October 25, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Dr. Traill, Dr. Wilson.

Minutes of two preceding meetings, and the Public Sitting of October 20, were read and confirmed.

Letters read:—

J. C. Pounden (Oct. 23), as to the Urith Paul Scheme.
Rev. J. Corkey (Oct. 19), as to the Glendermot Presbytery Scheme.
The Secretary, Representative Church Body (Oct. 20), sends "Consent" *re* the Tuam Diocesan Scheme.
Rev. M. Murphy (Oct. 23), as to the Athlone Presbytery Scheme.
Rev. H. Kingsmill Moore (Oct. 23), as to the Tuam Diocesan Scheme.
T. S. Howe (Oct. 23), as to the Scheme for the M'Gowan Endowments.
Rev. R. Jeffrey (Oct. 24), as to the Armagh Presbytery Scheme.
Rev. J. D. C. Houston (Oct. 24), Rev. R. Barron (Oct. 24), Rev. W. L. Berkeley (Oct. 24), as to the Belfast Presbytery Scheme.

A letter (Oct. 24) was also read from Mr. David Morrow, with enclosure, as to Ballykeel School, Dioceses of Down and Connor and Dromore, and a letter, as drafted, was directed to be written to the Rev. Canon Hayes on the subject.
The Scheme for the Parsons Persse Endowment was under consideration, and a letter, as drafted, was directed to be written to Mrs. Persse, The Croft, Galway.
The Commissioners adjourned.

GERALD FITZGIBBON,
October 27, 1893.

Frederick Redmond, Acting Secretary.

October 27, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Mr. Justice O'Brien, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read :—

Rev. William Thompson (Oct 25), as to the Amending Scheme for the Dioceses of Down and Connor and Dromore.
The Under Secretary, Dublin Castle (Oct. 21), as to the Carrickfergus Presbytery Scheme.
Rev. W. C. Steele (Oct. 18), as to the Dromore Presbytery Scheme.

Replies, as drafted, ordered to be sent.

Certain questions with regard to the Schemes for the following Endowments were under consideration :—

No. 89. The Parochial Schools of the Dioceses of Down and Connor and Dromore.
No. 113. The Urith Paul Endowment.

The Commissioners adjourned.

H. B. Wilson,
November 1, 1893.

Frederick Redmond, Acting Secretary.

November 1, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present :—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Letters read :—

Rev. R. Jeffrey (Oct. 31), as to Armagh Presbytery Scheme.
J. M. Whelan (Oct. 30), as to an alleged bequest of Mrs. Conmy, Roscommon.

Replies, as drafted, ordered to be sent.

Letters also read :—

Rev. R. S. O'Loughlin (Oct. 30), as to the Scheme for Jackson's Schools, Monaghan.
Rev. R. Wallace (Oct. 30), as to Omagh Presbytery Scheme.
Rev. Digby S. Cooke (Oct. 30), as to the Schedule of Scheme for Diocesan Schools of Dublin, Glendalough, and Kildare.
Mrs. Persse (Oct. 26), as to Parsons Persse Endowment, Galway.
J. C. Pounden (Oct. 27), T. T. L. Overend (Oct. 27), } as to the Urith Paul Endowment.
T. A. Finch (Oct. 29), as to the Scheme for the Incorporated Society Schools.
Rev. James Wilson (Oct. 27), as to the Rathfriland Presbytery Scheme.
Rev. W. L. Berkeley (Oct. 28), as to the Belfast Presbytery Scheme.

The question of fixing dates for holding Public Sittings in connection with certain Endowments were under consideration.

The Commissioners adjourned.

Gerald Molloy,
November 4, 1893.

Frederick Redmond, Acting Secretary.

November 3, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

A letter (Nov. 1) was read from Mr. W. J. Bigger, as to Gortnessy School, Glendermot Presbytery, and a reply, as drafted, ordered to be sent.

A letter on the same subject was directed to be written to the Minister of Gortnessy Congregation.

Letters also read:—

W. J. Carroll (Nov. 2), } as to the Revised Draft Scheme for the Dioceses of Dublin,
Rev. J. Milner (Nov. 1), } Glendalough, and Kildare.
The Under Secretary, Dublin Castle (Oct. 31), as to office arrangements.
W. P. Chapman (Nov. 3), enclosing suggestions as to the Incorporated Society Scheme.

The following letters were referred to the Judicial Commissioners:—

Rev. T. Moore (Nov. 2), as to the Kilworth Endowment, in connection with the Scheme for the Dioceses of Cork, Cloyne, and Ross.
The Secretaries, Commissioners of National Education (Nov. 1), as to the Scheme for the Munster Dairy and Agricultural Institute.

The Commissioners adjourned.

GERALD MOLLOY,
November 4, 1893.

Frederick Redmond, Acting Secretary.

November 4, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of two preceding meetings were read and confirmed.

Letters read:—

Rev. J. H. Gatchell, D.D. (Nov. 3), as to Edwards' School, Castlederg.
Messrs. Cramsie and Greer (Nov. 3), as to Scheme No. 140, the Cramsie Bequest; and Scheme No. 204, the Kirkpatrick Endowments.

Replies, as drafted, ordered to be sent.

Letters also read:—

H. C. Kelly, as to Scheme No. 206, the North-East Agricultural Association.
J. E. Magill (Nov. 3), as to Hugh Henry Boyd's Endowment.

The Commissioners adjourned.

H. B. WILSON,
November 18, 1893.

Frederick Redmond, Acting Secretary.

November 8, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. WILSON.

Letters read:—

Rev. T. G. Pulvertaft (Nov. 7), as to Scheme for Parochial Schools of the City of Dublin.

The following relating to the same Scheme were also read:—

William F. Darley, Q.C. (Nov. 7).
Rev. C. J. M'Cready (Nov. 7).
R. H. Beauchamp (Nov. 7).
Edward Hamilton (Nov. 3).

The following letters were also read:—

Rev. R. Wallace (Nov. 7), as to the Scheme for Omagh Presbytery.
Rev. C. F. D'Arcy (Nov. 4), sending additional particulars as to the Amending Scheme for the Dioceses of Down and Connor and Dromore.

The following letters were read and referred to the Judicial Commissioners:—

Rev. H. Kingsmill Moore (Nov. 7), as to the Church of Ireland Training College.
Messrs. Cramsie and Greer (Nov. 6), as to the Cramsie Bequest.
Gerald Persse (Nov. 4), as to Parsons Persse Endowment.
C. O. C. Fitzsimon (Nov. 4), as to the Preston Endowment, Ballyroan.

The Commissioners adjourned.

H. B. WILSON,
November 18, 1893.

Frederick Redmond, Acting Secretary.

November 10, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Letters read:—

M'Neill and Williams (Nov. 9), as to the Kirkpatrick Endowment.
R. Hassard (Nov. 9), as to Parkmore School.
Rev. R. Wallace, Rev. C. W. Hunter, and John Huey, as to Cloyfin School.
Rev. Josias Mitchell (Nov. 9), as to Ballykeel School.
W. B. Lacy (Nov. 9), as to Munster Dairy School Scheme.
H. C. Kelly (Nov. 8), as to Glencarn National School.
Rev. J. B. M'Bride (Nov. 8), as to Derry Presbytery Scheme.
Rev. L. Torpy (Oct. 31), addressed to Dr. Traill, as to Clondrohid Scheme.
W. R. Rogers (Nov. 9), enclosing suggestions for amendment of the Scheme for Viscount Limerick's Endowment.
Rev. Geo. T. Cooper (Nov. 9), as to Rathfriland Presbytery Scheme.
Rev. H. Kingsmill Moore (Nov. 9), enclosing suggestions from the Education Committee of the Standing Committee of the General Synod, as to the Scheme for the Incorporated Society.
Rev. R. Jeffrey (Nov. 9), as to Armagh Presbytery Scheme.
Rev. Joseph Corkey (Nov. 9), as to Glendermot Presbytery Scheme.
John C. Pounden (Nov. 8), as to Conference *re* Urith Paul Scheme.
Rev. D. R. Moore (Nov. 8), as to Killinchy Scheme.

The condition of the batch of Schemes due for signature on the 11th November instant was considered.

The Commissioners adjourned.

H. B. Wilson,
November 18, 1893.

Frederick Redmond, Acting Secretary.

November 11, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Scheme No. 113.—The Urith Paul Endowment—Revised Scheme.

The following attended and conferred with the Commissioners as to the above Scheme:—

T. T. L. Overend, Solicitor for the Trustees.
Joseph W. Deane.
Rev. F. Le Hunte.
Joseph E. Deane Drake.
Mrs. Deane Drake.

A letter (Nov. 4) from Gerald W. Persse relating to the Parsons Persse Endowment, Co. Galway, was considered, and a reply, as drafted, was ordered to be sent.

The Commissioners adjourned.

H. B. Wilson,
November 18, 1893.

Frederick Redmond, Acting Secretary.

November 15, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Dr. Traill, Dr. Wilson.

Scheme No. 197.—The Irish Clergy Daughters School.

The following persons attended and conferred with the Commissioners as to the above Scheme:—

His Grace Lord Plunket, Archbishop of Dublin.
John J. Twigg, Q.C.
Rev. Canon Monahan.
L. Edward Steele.

The Commissioners adjourned.

H. B. Wilson,
November 18, 1893.

Frederick Redmond, Acting Secretary.

November 17, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

The following letters were read:—

His Grace Lord Plunket (Nov. 12), enclosing Consent for inclusion of Griffith Endowment in the Scheme for the Dioceses of Dublin, Glendalough, and Kildare.

Messrs. M'Neill and Williams (Nov. 14), as to the Kirkpatrick Endowment, Larne.

Rev. A. Orpen (Nov. 14), as to the Scheme for the Incorporated Society.

Rev. W. T. Currie (Nov. 14), as to the Scheme for the Presbytery of Coleraine.

Rev. H. K. Moore (Nov. 16), enclosing Consent signed by Rev. G. T. Stokes for the inclusion of All Saints' School, Blackrock, in the Scheme for the Dioceses of Dublin, Glendalough, and Kildare.

The following letters were also read and referred to the Judicial Commissioners:—

J. Johnson (Nov. 14), as to the Scheme for Viscount Limerick's Endowment, Dundalk.

H. C. Kelly (Nov. 15), as to a Scheme for a National School.

Messrs. Cramsie and Greer (Nov. 14), as to the Scheme for the Cramsie Bequest.

The Commissioners adjourned.

H. B. WILSON,
November 18, 1893.

Frederick Redmond, Acting Secretary.

November 18, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of the six preceding meetings were read and confirmed.

Certain amendments submitted by the Standing Committee of the Church of Ireland to the Scheme for the Incorporated Society were considered, and suggestions thereon were prepared for the assistance of the Judicial Commissioners in the revision of the Scheme.

The Commissioners adjourned.

GERALD MOLLOY,
December 16, 1893.

Frederick Redmond, Acting Secretary.

November 22, 1893.

Meeting of the Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. WILSON.

Letters read:—

The Secretary, Commissioners of National Education (Nov. 21), as to the Scheme for the Munster Dairy School and Agricultural Institute.

The Secretary, Cork Chamber of Commerce,
The Secretary, Cork Harbour Board,
The Secretary, Cork Board of Guardians,
The Secretary, Cork Butter Market,
} Enclosing Resolutions of their respective Boards approving of the Scheme for the Munster Dairy School and Agricultural Institute.

R. Andrews (Nov. 21), as to Cromkill School.

Messrs. Cramsie and Greer (Nov. 20), enclosing objections to Scheme for the Cramsie Bequest.

Rev. W. M'Cay (Nov. 18), as to Coleraine Presbytery Scheme.

The following letters were also read:—

Rev. S. F. Dudley Janns (Nov. 20), as to Evidence *re* Glenarm School.

Rev. C. F. D'Arcy (Nov. 22), as to Scheme for the Parochial Schools of Down, Connor, and Dromore.

Replies, as drafted, ordered to be sent.

The following letters were read and referred to the Judicial Commissioners:—

Rev. J. Porter (Nov. 21), as to Ballyvoy School, Presbytery of Carrickfergus.

Rev. Arthur E. Wynne (Nov. 17), as to the Scheme for the Parochial Schools of the Dioceses of Dublin, Glendalough, and Kildare.

The Commissioners adjourned.

GERALD MOLLOY,
November 16, 1893.

Frederick Redmond, Acting Secretary.

November 24, 1893.

Meeting of the Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

The following letters were read:—

Very Rev. Edward Maguire (Nov. 22), enclosing return as to M'Gowan Endowment, Bangor.
Rev. Canon Wiley (Nov. 23), as to the Scheme for Parochial Schools of Killala and Achonry.
Messrs. Regan (Nov. 18), enclosing Resolution of Mallow Board of Guardians as to the Scheme for the Munster Dairy School and Agricultural Institute.
Rev. C. W. Hunter (Nov. 23), enclosing Consent to inclusion of Kildollagh School in Coleraine Presbytery Scheme.
Rev. J. F. Cole (Nov. 22), as to Portarlington Free School.
Rev. C. F. D'Arcy (Nov. 22), as to Scheme for Parochial Schools of Down, Connor and Dromore.
Rev. James Smyth (Nov. 24), as to Coleraine Presbytery Scheme.
Edward Read (Nov. 22), as to Consents *re* Scheme for Dioceses of Dublin, Glendalough, and Kildare.

A letter from Alex. MDonald (Nov. 23), as to use of Glenarm School for a Public Inquiry on the 2nd proximo was read; the offer therein contained of the use of the Courthouse was accepted, and a letter, as drafted, was directed to be sent to Mr. M'Donald.

A letter from J. Moran (Nov. 22), as to Tullycavey School, was read and referred to the Judicial Commissioners.

The Commissioners adjourned.

Gerald Molloy,
December 16, 1893.

Frederick Redmond, Acting Secretary.

November 25, 1893.

A Public Sitting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Draft Scheme No. 62.—The Munster Dairy School and Agricultural Institute. (Objections and Amendments).

Mr Macartney, Shorthand Writer, was in attendance.

Lord Justice FitzGibbon made an introductory statement.

Piers F. White, Q.C. (instructed by Messrs. Geale and Dwyer), appeared on behalf of the Commissioners of National Education and made a statement.

The following gentlemen were also present, representing the Local Committee of the School, and made statements:—

Sir George St. John Colthurst.
James Byrne, J.P.
C. J. Dunn, J.P.
Ludlow Beamish, J.P.

Mr. J. B. Lacy, Secretary to the Local Committee, was also in attendance.

A Meeting of the Commission was also held this day, the same members being present.

The Declaration of the Lord Lieutenant in the matter of Scheme No. 90, the Diocesan School and Banagher Royal School Endowments, was considered and discussed.

A letter from Rev. C. F D'Arcy, as to the Scheme for the Dioceses of Down, Connor, and Dromore was read, and a reply, as drafted, was ordered to be sent.

The Commissioners adjourned.

Gerald Molloy,
December 16, 1893.

Frederick Redmond, Acting Secretary.

November 29, 1893.

Stated Attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Monsignor Molloy, Dr. Traill, Dr. Wilson.

Letters read:—

H. C. Kelly (Nov. 25), *re* a Scheme for a National School.
W. E. Purser (Nov. 25), enclosing Consent *re* Schemes Nos. 147 and 158.
John Jellie (Nov. 28), as to Glenarm School.
Rev. J. M. Rodgers (Nov. 28), asking for copy of Derry Presbytery Scheme.
Robert Sturgeon (Nov. 28), as to Carricknaveigh National School.

The following letters were read, and replies, as drafted, ordered to be sent.

Rev. Wyndham C. Guinness (Nov. 27), as to Dublin, Glendalough, and Kildare Parochial Schools Scheme.

John Moran (Nov. 22), as to Tullycavey Scheme.

Rev. S. F. Dudley-Janns (Nov. 24), as to the approaching Public Inquiry at Glenarm Courthouse.

J. M. Johnson (Nov. 27), as to Viscount Limerick's Endowment; and also asking for copies of the Reports of the Commission.

Rev. W. L. Berkeley (Nov. 28), as to additional Endowments for Belfast Presbytery Scheme.

The Commissioners adjourned.

GERALD MOLLOY,
December 16, 1893.

Frederick Redmond, Acting Secretary.

December 2, 1893.

PUBLIC SITTING.

Meeting of the Commission held this day at the Courthouse, Glenarm, County Antrim.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Mr. J. M'Bride, Shorthand writer, was in attendance.

SCHEME 192.—GLENARM PAROCHIAL SCHOOL.

(Objections and Amendments).

Mr. R. F. Harrison, B.L., instructed by Messrs. Cramsie and Greer, appeared on behalf of the Earl of Antrim.

Mr. R. F. Todd, B.L., appeared on behalf of the Presbyterian Body of Glenarm.

The following were also present:—

Right Hon. the Earl of Antrim, and Lady Antrim.
Rev. S. F. Dudley-Janns.
Rev. C. M. Cowden.

Lord Justice FitzGibbon made an opening statement.

Mr. Harrison made a statement.

The following were sworn and examined:—

Alexander M'Donald, J.P.
James Logan.
Rev. C. M. Cowden.
Thomas Hunter.
Rev. R. M. King.
John Jellie.

Mr. Todd, B.L., and Rev. S. F. Dudley-Janns made statements.

Lord Justice FitzGibbon made a concluding statement.

SCHEME No. 198.—CROMKILL NATIONAL SCHOOL, CONNOR.

The following were sworn and examined:—

Robert Andrews.
Rev. Samuel Eaton, M.A.

The Commissioners adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 6, 1893.

Stated Attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

A letter (Nov. 30), from the Secretary, Commissioners of Charitable Donations and Bequests, as to the preparation of a Scheme for the Luke Burne Endowment, Templeboy, was read, and referred to the Judicial Commissioners.

The following letters relative to the Scheme for the Parochial Schools of the City of Dublin, and the Diocese of Dublin, Glendalough, and Kildare were read:—

Rev. Henry Irwin (Nov. 30), refusing Consent to schedule Newtown Mount Kennedy School.

Arthur H. Orpen (Nov. 30), enclosing a refusal from the Vestry of Stillorgan Parish to schedule their property under the Scheme.

M. J. Green (Nov. 29), enclosing a similar refusal as to Donoughmore School.

Thomas C. Townshend (Nov. 29), enclosing Consents as to Hill Parochial Endowments.

Rev. A. D. Purefoy (Nov. 30), enclosing Consents as to Chapelizod Parochial School.

The Commissioners adjourned.

GERALD MOLLOY,
December 16, 1893.

Frederick Redmond, Acting Secretary.

December 8, 1893.

Stated Attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

The following letters were read:—

Rev. Thomas P. Morgan (Dec. 7), asking to have St. John's Place National School scheduled in the Amending Scheme for the Dioceses of Down, Connor, and Dromore.

J. Pyper (Nov. 30), as to the Scheme for the M'Gowan Endowments, County Down.

Rev. Thomas Eaton (Dec. 6), enclosing names of Committee of Cromkill School.

The following letters were referred to the Judicial Commissioners:—

Rev. J. B. Keene (Dec. 7), enclosing amendments and additions to the Schedule of the Meath Diocesan Scheme.

Rev. James Steen (Dec. 7), as to the Gibson Bequest, Presbytery of Dublin Scheme.

Robert J. Porter (Nov. 30), as to Ballyvoy School, Presbytery of Carrickfergus.

Rev. Thomas Moore (Dec. 7), as to the Kilworth Endowment, Dioceses of Cork, Cloyne, and Ross.

The Commissioners adjourned.

GERALD MOLLOY,
December 16, 1893.

Frederick Redmond, Acting Secretary.

December 9, 1893.

PUBLIC SITTING.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Mr. Charles Ryan, the Shorthand Writer, was in attendance.

Lord Justice FitzGibbon made an introductory statement.

SCHEME No. 209.—THE PAROCHIAL SCHOOLS OF THE DIOCESE OF MEATH, AND THE ARDKEENAN ENDOWMENT.

(Objections and Amendments).

Mr. James Campbell, Q.C. (instructed by Messrs. H. T. Dix and Sons), appeared for the Incumbent and Select Vestry of St. Peter's, Athlone, and made a statement.

Rev. R. S. D. Campbell, D.D., Incumbent of St. Mary's, Athlone, appeared in person, and made a statement.

J. Vaughan was sworn and examined.

Rev. Canon J. B. Keene M.A., made a statement.

SCHEME No. 210.—THE INCORPORATED SOCIETY.

(Objections and Amendments).

Mr. James Campbell, Q.C. (instructed by Messrs. H. T. Dix and Sons), appeared for the Society and made a statement.

Rev. R. S. D. Campbell, D.D., and Thomas H. Finch, M.A., two of the objectors appeared in person, and made statements.

The following persons were also present and made statements:—

His Grace the Lord Archbishop of Dublin.
Rev. H. Kingsmill Moore, on behalf of the Standing Committee of the General Synod.
The Very Rev. the Dean of St. Patrick's.
Rev. Canon Jellett.
Rev. Canon Walsh.
Rev. J. W. Tristram, D.D.
W. J. M'Clelland, M.A., Head Master of Santry School, Dublin.
Robert Baile, M.A., Head Master of the Ranelagh School, Athlone.
Wellesley P. Chapman, Secretary to the Incorporated Society.

Lord Justice FitzGibbon made a concluding statement.

The Commissioners adjourned.

GERALD MOLLOY,
December 16, 1893.

Frederick Redmond, Acting Secretary.

December 15, 1893.

Stated Attendance of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY.

The following etters were read:—

Rev. C. W. Ganly (Nov. 28), enclosing Consents for inclusion of Castledermot School in the Scheme for the Dioceses of Dublin, Glendalough, and Kildare.

Rev. T. P. Morgan (Dec. 11), enclosing particulars and Consents for the inclusion of St. John's Place National School, Larne, in the Amending Scheme for the Dioceses of Down, Connor and Dromore.

The following letters were read, and replies, as drafted, ordered to be sent:—

Rev. Josias Mitchell (Dec. 5 and 9), as to the description of Edenticulla School in the Amending Scheme for the Presbytery of Dromore.

Rev. N. H. James (Dec. 13), as to the Amending Scheme for the Diocese of Armagh.

Rev. R. J. Porter (Dec. 12), as to the Scheme for Armagh Presbytery.

The following letters were read and referred to the Judicial Commissioners:—

Rev. S. F. Dudley Janns, several letters and documents relating to the Scheme for Glenarm School.

T. S. Magill (Dec. 9), as to the Scheme for Cromkill School.

A letter (Dec. 7) from the Rev. Thomas Moore, as to the Kilworth Endowment, Dioceses of Cork, Cloyne, and Ross was read, and it was directed that it should be brought up along with the Amending Scheme to a Full Meeting of the Commission.

The Commissioners adjourned.

GERALD MOLLOY,
December 16, 1893.

Frederick Redmond, Acting Secretary.

December 16, 1893.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of three preceding meetings and six Stated Attendances were read and confirmed.

The state of the business yet remaining to be done by the Commissioners were considered, and the Schemes still pending in the office were arranged in order, according to the stage of their progress, with a view to their consideration and completion in the future.

A letter, as drafted, was directed to be sent to the Secretary of the Limerick Diocesan Council.

The Commissioners adjourned.

WILLIAM O'BRIEN.

Frederick Redmond, Acting Secretary.

January 3, 1894.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The following letters were read:—

Rev. T. Browne, P.P., Mungret, as to provision for building a National School, in the Scheme for the Limerick Endowment for Technical Education.

The Secretary, Incorporated Society, as to the progress of the Scheme.

Mr. Moynagh, Solicitor, as to the Viscount Limerick Endowment, Dundalk.

The Secretary, Representative Church Body, enclosing Resolution of that Body as to dealing with Schools vested in them in the Scheme for the Parochial Schools of Dublin, Glendalough, and Kildare.

The Clerk of the Letterkenny Presbytery, as to Milford School, Congregation of Ballindrait.

The Rev. R. Torpy, M.A., as to the Crofton Schoolhouse, Clondrohid.

Replies, as drafted, ordered to be sent.

The following letters and documents were also read:—

Order of the Privy Council, dated December 29, 1893.

Messrs. H. T. Dix and Sons, as to the Scheme for Clonmel Parochial Schools.

The Clerk of the Carrickfergus Presbytery, as to the exclusion of Ballyvoy School from the Scheme for that Presbytery.

The Town Clerk, Limerick, as to the valuation of Roxboro' Road School.

A letter was read from C. O'C. Fitzsimon, Solicitor (Jan. 1), asking for certain particulars as to the Queen's County Preston Endowment.

The letter was referred to the Commissioners of Education.

The Commissioners adjourned.

GERALD FITZGIBBON,
August 1, 1894.

N. D. Murphy, Secretary.

April 14, 1894.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Dr. TRAILL.

The following Schemes were considered and passed, and ordered to be published on April 16:—

217. Parochial Schools of the Dioceses of Cork, Cloyne, and Ross—Further Amending Scheme.

218. The Clonmel Parochial School, and the Ladyman and Pomeroy Endowments.

The following letters were read:—

Rev. T. Browne, P.P., as to building grant from the Limerick Endowment for Technical Education for a Female National School at Mungret.

Most Rev. Dr. O'Dwyer, electing to take the Leamy Schools under the provisions of Scheme No. 95.

R. J. Porter, as to proceedings for taking Ballyvoy School out of the Schedule to Scheme No. 97 for the Carrickfergus Presbytery.

Replies, as drafted, ordered to be sent.

The Commissioners adjourned.

GERALD FITZGIBBON,
August 1, 1894.

N. D. Murphy, Secretary.

August 1, 1894.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FITZGIBBON, Mr. Justice O'BRIEN, Monsignor MOLLOY, Dr. WILSON.

Minutes of the two preceding meetings were read and confirmed.

Read Order of the Lord Lieutenant in Council extending the powers of the Commission with regard to certain specified Endowments to December 31, 1894.

On the consideration of the question of preparing the Final Report of the Commission, it was agreed that the Report should be signed on November 1, 1894.

Read letter of the Clerk of the Privy Council remitting Scheme No. 196 for the Endowments of the Presbytery of Down, with a declaration that the Commissioners do consider whether it is expedient to proceed with the Scheme. On consideration of the Scheme and the objections of the Managers of several of the Endowments dealt with to have the same included in the Scheme, it was resolved not to proceed further with the Scheme, the Endowments remaining being insignificant in number and in value.

The following letters were read;—

Rev. W. Ardagh, Incumbent of Finglas, objecting to certain parts of the Endowments of Finglas Parochial School being dealt with in Scheme No. 147.

The Town Clerk, Dundalk, as to the progress of Scheme No. 143, for the Viscount Limerick Endowment.

Captain Meade J. C. Dennis, as to excessive expense required by the Board of Works' Surveyor in connection with the building of the new Stratford Lodge Schools.

Replies, as drafted, ordered to be sent.

On the consideration of Scheme No. 125 for the Charlton Endowment, and the objections thereto, it was resolved:—

That the Scheme be revised on the following principles:—

1. That the distribution of the fund since 1877 be taken as the basis for a permanent division between Protestant and Catholic objects, and, accordingly, that two-fifths be taken as the Protestant share and three-fifths as the Catholic share.

2. That a Local Committee for both Counties Meath and Longford be established for each denomination, to meet annually, as directed by the Will of the Founder, in Navan and Longford, alternately, before each distribution of the fund.

3. That, in the distribution of the funds, Meath claimants shall be entitled to two-thirds, as provided in the will of the founder, if, in the opinion of the Committee, suitable objects can be found; and that Longford claimants shall be entitled to the remaining third.

4. That claims for marriage portions shall have an absolute priority, and that any surplus may be applied to the advancement of day labourers' daughters.

5. That each Local Committee shall consist of:—

I. The Bishop or his nominee,
II. The High Sheriffs of Meath and Longford,
III. One representative from each Board of Guardians in Meath and Longford;

and that power be given to each Committee to co-opt as many Governors as will bring the total of each Committee to thirteen members.

6. That the Central Body shall consist of eight members, four to be appointed by each Committee.

7. That each marriage portion be not less than £10, nor more than £15.

8. That the Local Committees shall have power to prescribe the procedure as to claims, evidence of qualification and character, and the mode in which the portion is to be applied; and also to provide that it may be paid on or after marriage, and subject to proper conditions.

9. That the Scheme be accompanied by a memorandum setting forth principles on which it is framed.

Scheme No. 143.—The Viscount Limerick Endowment, Dundalk.

It was agreed that the Scheme should be revised by the Judicial Commissioners on the following principles:—

That account be taken of all pupils who come up from Schools in the Dundalk district to the Intermediate Examinations, and that the amount in each year available be distributed between the teachers of those Schools, in equal shares for every pupil who has passed the examinations, which must in every grade, including the preparatory grade, include English and Latin.

That express power be given to the Commissioners of Education to dispose of the School premises by private contract to Lord Roden, or to the Dundalk Town Commissioners, for a public purpose, at not less than £40 a year, or £600.

Scheme No. 144.—The Erasmus Smith Endowments.

The question of revising the Draft Scheme was discussed, and the further consideration was adjourned to the next day.

The Commissioners adjourned.

Gerald FitzGibbon,

October 11, 1894.

N. D. Murphy, Secretary.

August 2, 1894.

Meeting of the Commission held this day at the Office, 23, Nassau Street, Dublin.

Present:—Lord Justice FitzGibbon, Mr. Justice O'Brien, Monsignor Molloy, Dr. Traill, Dr. Wilson.

On the consideration of the Schemes mentioned hereunder, and the Objections lodged thereto, rulings were made as in each case mentioned:—

Scheme No. 131.—The Kilmeague School.

Refer to the minutes of August 1, 1893. Possession of the land adjoining the School-house having been now obtained, not less than one acre is to be secured for the purposes of the School: power to be given to the Governors to deal with the rest of the land, and with the old School premises, to the best advantage. No part to be sold to the landlord, or otherwise without the consent of the Commissioners of Bequests; the two first co-opted Governors to be the Rev. J. H. Murphy, LL.D., and R. M. Wilson: the Scheme to provide for the election of a Governor by the Select Vestry upon their contributing, annually £5 for the School.

Scheme No. 144.—The Erasmus Smith Endowments.

The Judicial Commissioners appoint Monday, October 22, in the Court of Chancery at 12 o'clock, to dispose of the case; notice to be sent to parties interested not less than fourteen days previously.

Dr. Wilson read a memorandum in substitution for that previously submitted for the consideration of the Judicial Commissioners.

Scheme No. 163.—Viscount Weymouth's Grammar School, Carrickmacross.

The Deed of Foundation to be recited more fully; power to be given to the Governing Body to co-opt two additional Governors.

Scheme No. 180.—Parsons Persse's Charity.

Scheme to be revised; Messrs. G. D. Persse and Burton W. Persse to be named in the Scheme as the first members of the Committee representing the Estates.

Scheme No. 192.—The Glenarm School.

The Governing Body to consist of Lord Antrim and his nominee, Mr. MacDonald, Lady Antrim, and not more than two co-opted Governors, one of whom, Mr. M'Ferran, is to be named in the Scheme, and another to be co-opted after the Scheme comes into force. The School to be under the Rules as to Vested National Schools.

No. 198.—The Cromkill School, Connor.

The present School Committee to be incorporated.

No. 203.—The Tullycavey School, Grey Abbey.

The Governing Body to consist of the owner of the Dunover Estate, and his nominee, the minister, as defined in the Scheme, two Governors representing the subscribers, and two co-opted Governors.

No. 204.—The Kirkpatrick Endowment, Larne.

The property not to be transferred from Larne. Scheme to be revised with the amendments agreed to by Dr. Traill and Dr. Wilson.

No. 211.—The Gwyn and Young Endowments—Amending Scheme.

The Scheme to be revised. "The Governors" to be defined to mean the joint Governors of both the Endowments. Whenever the word Governors is used in connection with the Gwyn Endowment, or the Young Endowment, separately, it shall mean the Gwyn Governors or the Young Governors, as the case may be.

No. 214.—The Parochial Schools of the Dioceses of Down, and Connor, and Dromore—Amending Scheme.

To be revised, subject to the necessary correspondence.

No. 215.—The Jackson Endowment, Monaghan.

It was agreed as follows:—

1. On the construction of the Will of the Founder, the Wesleyan Methodist minister does not appear to be entitled to be placed on the Governing Body.
2. So long as there are objects available, the Scheme should provide for the apportionment of the rents among the five charitable objects named in the Will.
3. On the failure of any of those objects, power to be given to the Governing Body to apply the rents to the other objects named in the Will.

No. 217.—The Parochial Schools of the Dioceses of Cork, Cloyne, and Ross—Further Amending Scheme.

Scheme to be revised, and to provide that any money subject to the trusts of the Wills shall be held, by the Diocesan Board, in trust to transfer the same to the Board of Bequests, if and when so required by them, for the benefit of the poor of Kilworth: the interest in the meantime to be paid to the Board of Bequests, for the same purpose, if they be willing to receive it. Failing both these, the money to be held by the Diocesan Board, to be applied as the Scheme shall direct.

Scheme No. 218.—The Clonmel Parochial Endowments.

The Scheme to be revised. The objection of the Corporation of Clonmel was considered, and it was ruled that, in the opinion of the Judicial Commissioners, both the Ladyman Endowment and the Pomeroy Endowment are perpetual rent-charges secured as stated in the Draft Scheme.

Scheme No. 85.—Carysfort Royal School Endowments.

With reference to the application of the Rev. J. O'Mulloy, D.D., for an Amending Scheme for the Carysfort Royal School Endowments, the Secretary was directed to write to him in terms as drafted.

It was referred to Dr. Molloy to draw up the Final Report of the Commission, the Report to be considered in October.

Adjourned.

Gerald FitzGibbon.

N. D. Murphy, Secretary.

Thursday, October 11, 1894.

Meeting of the Commission held this day.

Present:—Lord Justice FitzGibbon, Judge O'Brien, Monsignor Molloy, Dr. Wilson.

Following letters were read:—

Secretary, Education Board of the Strabane Presbytery, as to investment of the Blair Bequest.

James Merry, objecting to the Scheme for the Parochial Schools of St. Nicholas Without and St. Luke.

M'Neill and Williams, as to particulars of the Kirkpatrick Endowment, Scheme No. 204.

James Moran, as to Tullycavey School, objecting to clause in the Scheme providing for the disposal of the School premises on discontinuance of the School.

Rev. D. Humphrys, asking for what precise purpose the sitting fixed for October 22 is to be held.

Replies, as drafted, ordered to be sent.

Following letters were also read:—

Rev. D. R. Moore, sending documents as to the working of the Killinchy School Scheme;
Rev. S. F. Dudley-Janns, as to Glenarm School.

To be sent to Lord Justice FitzGibbon.

The Scheme for the Charlton Endowment, as revised, was considered, and it was agreed that power should be given to each Committee, with the concurrence of two-thirds of its members for the time being, by resolution, to arrange from time to time, for such periods

as they may think fit, for the absolute allocation of two-thirds of the net fund to Meath, and one-third to Longford, and for the administration of each respective portion by the members of the Committee representing the County. In the event of such an arrangement being made, the members representing one County shall not be entitled to take part in the business of the other County.

Adjourned.

N. D. Murphy, Secretary. GERALD FITZGIBBON.

Wednesday, October 31, 1894.

Meeting of the Commission held this day.

Present :—Lord Justice FITZGIBBON, Dr. WILSON.

The following letters were read :—

J. E. Magill, as to the Cromkill School, Connor.

The Secretary, Governors of Hugh Henry Boyd's Endowment, applying for an alteration of the Scheme.

Rev. D. Humphrys, as to printing certain documents submitted by him in reference to the Erasmus Smith Endowments.

Rev. D. Humphrys, calling upon the Judicial Commissioners to frame a Scheme for the Erasmus Smith Endowments.

Replies, as drafted, ordered to be sent.

The Final Report of the Commission was considered and amended, and referred to Lord Justice FitzGibbon for final settlement.

Letters, as drafted, were ordered to be written to Lord Antrim and Rev. S. F. Dudley-Janns, as to Glenarm School, and to the Rector of Monaghan and the Methodist Minister stationed at Monaghan, with regard to the Jackson Endowments, Monaghan.

Adjourned.

GERALD FITZGIBBON,

N. D. Murphy, Secretary. December 12, 1894.

Wednesday, December 12, 1894.

Meeting of the Commission held this day at the Office, 23, Nassau Street.

Present :—Lord Justice FITZGIBBON, Judge O'BRIEN, Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of the previous meeting read and signed.

The state of business was considered, and the following rulings were made with regard to the five remaining Schemes which are pending in the Office :—

No. 192.—GLENARM SCHOOL.

On reading the *correspondence between the Commissioners and the Earl of Antrim, and the Rev. Mr. Dudley-Janns, and considering the history of the Endowment and the impossibility of framing a Scheme that would deal only with the portion of the School Endowment which is included in the Deed of February 9, 1825, which alone is within the compulsory jurisdiction of the Commissioners, it is not expedient to proceed further with the Draft Scheme.

No. 204.—THE KIRKPATRICK ENDOWMENT, LARNE.

To be completed as already revised, the consents of all necessary parties being obtained ; the Scheme to expressly vest Miss Trull's rent-charge in the Town Commissioners.

No. 211.—GWYN'S CHARITABLE INSTITUTION AND THE YOUNG ENDOWMENT—AMENDING SCHEME.

The Scheme to be confined to defining the powers of each set of Governors to transact the business relating to their own Endowments, independently of the Joint Governors, in all matters not involving the use of the common seal, and excepting also the election of pupils, pending amalgamation by consent of both Boards.

No. 215.—THE JACKSON ENDOWMENTS, MONAGHAN.

Having regard to the provisions of the Primitive Wesleyan Methodist Society Act, 1871, 34 and 35 Vic., cap. 40, and to the continued existence of the Methodist Institutions mentioned in the Founder's will, the Commissioners do not feel justified in altering the provisions of the Chancery Scheme of 1877, under which the Endowment is at present administered. In addition, it is to be considered that the compulsory jurisdiction of the Commission does not extend to the alms-houses and the poor.

It is, therefore, not considered expedient to proceed further with the Scheme.

No. 219.—PAROCHIAL SCHOOLS OF ST. NICHOLAS WITHOUT AND ST. LUKE.

As revised, to be brought up for signature by the Judicial Commissioners.

The Report of the Commission since October 1, 1892, was considered, amended, and finally approved, and ordered to be got ready for signature on Tuesday, December18, 1894.

The Commissioners adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

* *Infra*, Appendix B., p. 266.

PART III.

MINUTES OF THE JUDICIAL COMMISSIONERS.

October 13, 1892.

Meeting of the Judicial Commissioners held this day.

Minutes of preceding meeting were read and confirmed.

Letters read :—

Most Rev. Dr. Healy (Oct. 11), as to inspection under the Scheme for the Madden Endowment.

The Secretary, Board of Public Works (Oct. 8), as to Estimates for the year 1893–94.

Replies, as drafted, ordered to be sent.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 2, 1892.

Meeting of the Judicial Commissioners held this day.

A letter was read from Rev. D. Humphrys, C.C. (Oct. 25) as to his evidence at the Public Sitting in connection with the Erasmus Smith Endowments, and a reply, as drafted, ordered to be sent.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 5, 1892.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Parochial Schools of the Dioceses of Down and Connor and Dromore was considered.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 7, 1892.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Parochial Schools of the Dioceses of Down and Connor and Dromore was finally considered.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 16, 1892.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were considered and amended :—

No. 102. The Parochial Schools of the Diocese of Derry.
No. 154. The Madden Endowment.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 19, 1892.

Meeting of the Judicial Commissioners held this day.

A letter (Nov. 12) from the Under Secretary, Dublin Castle, as to the Estimates for the year 1893–94 was considered, and a reply, as drafted, was ordered to be sent.

The revised Schemes for the following Endowments were finally considered and signed:—

No. 102.—The Parochial Schools of the Diocese of Derry.
No. 154.—The Madden Endowment.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 3, 1892.

Meeting of the Judicial Commissioners held this day.

A further letter (Nov. 23) from the Under Secretary, Dublin Castle, as to the Estimates for the year 1893–94 was considered, and a reply, as drafted, ordered to be sent.

A letter, as drafted, was also directed to be written to Mr. Mitchell, Architect, as to Roxborough Road School, Limerick.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 10, 1892.

Meeting of the Judicial Commissioners held this day.

A further letter (Dec. 8) from the Under Secretary, Dublin Castle, as to the Estimates for the year 1893–94 was considered, and a reply, as drafted, ordered to be sent.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 17, 1892.

Meeting of the Judicial Commissioners held this day.

The state of various Schemes was considered, and directions were given as to preparing a batch of Schemes for the signature of the Judicial Commissioners.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 14, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended :—

No. 99.—Bangor Endowed School.
No. 104.—The Parochial Schools of the Dioceses of Killala and Achonry.
No. 117.—The Leigh Charity.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 18, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were further considered and amended:—

No. 99.—Bangor Endowed School.
No. 104.—The Parochial Schools of the Dioceses of Killala and Achonry.
No. 117.—The Leigh Charity.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 21, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended :—

No. 100.—The Tate School, Wexford.
No. 106.—John Ivory's School, New Ross.
No. 115.—The Endowments belonging to the Presbytery of Connaught.
No. 122.—John Sharp's Endowment, Ballycastle.
No. 129.—The Hon. Michael Ward's Endowment.
No. 138.—The Drelincourt Mall and Callan Street Schools, Armagh, and Primate Robinson's Loan Fund (Supplemental Scheme).
No. 139.—The Endowments belonging to the Presbytery of Cork.
No. 140.—The Coleraine Academical Institution (Supplemental Scheme).

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 23, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were finally considered and signed :—

No. 99.—Bangor Endowed School.
No. 100.—The Tate School, Wexford.
No. 104.—The Parochial Schools of the Dioceses of Killala and Achonry.
No. 106.—John Ivory's School, New Ross.
No. 115.—The Presbytery of Connaught.
No. 122.—John Sharp's Endowment, Ballycastle.
No. 129.—The Hon. Michael Ward's Endowment.
No. 138.—The Drelincourt Mall and Callan Street Schools, Armagh, and Primate Robinson's Armagh Loan Fund (Supplemental Scheme).
No. 139.—The Presbytery of Cork.
No. 140.—The Coleraine Academical Institution (Supplemental Scheme).
No. 117.—The Leigh Charity.

Adjourned. GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 28, 1893.

Meeting of the Judicial Commissioners held this day.

A letter (Jan. 24) was read from Mr. Drummond Grant as to the Audit of Accounts under the Scheme for the Coleraine Academical Institution.

Adjourned. GERALD FITZGIBBON.

N. D. Murphy, Secretary.

February 3, 1893.

Meeting of the Judicial Commissioners held this day.

A letter (Feb. 2) was read from Rev. G. M'Clenaghan as to the Ardkeenan Endowment, County Roscommon, and a letter, as drafted, was ordered to be written on the subject.

A letter (Feb. 1) was also read from F. M. Steele as to the Strabane Academy Scheme.

Adjourned.

Frederick Redmond, Acting Secretary. GERALD FITZGIBBON.

February 4, 1893.

Meeting of the Judicial Commissioners held this day.

Correspondence as to an application for a Scheme on behalf of the North-east Agricultural Association was considered, and a letter, as drafted, ordered to be written to Messrs. L'Estrange and Brett on the subject.

A letter (Jan. 28) was read from Mr. N. D. Murphy, Secretary, placing his resignation in the hands of the Judicial Commissioners, on his appointment as Secretary to the Commissioners of Education in Ireland.

A letter, as drafted, was written to the Under Secretary, asking that the Commissioners of Education be requested to permit Mr. Murphy to continue as Secretary to the Educational Endowments Commission, under certain terms.

Adjourned. GERALD FITZGIBBON.

Frederick Redmond, Acting Secretary.

February 13, 1893.

Meeting of the Judicial Commissioners held this day.

Directions were given as to preparing a batch of Schemes for signature.

A letter, as drafted, was ordered to be written to the Secretary, Incorporated Society, as to the corrected Schedule of the property of the Society.

Adjourned.

GERALD FITZGIBBON.

Frederick Redmond, Acting Secretary.

February 15, 1893.

Meeting of the Judicial Commissioners held this day.

A letter (Feb. 10) was read from Messrs. M'Neill and Williams as to the Kirkpatrick Endowment, Larne, and a reply, as drafted, ordered to be sent.

The following revised Schemes were considered and amended :—

No. 90.—The Diocesan Schools and Banagher Royal School Endowments (Amended Scheme).

No. 121.—The General Orphan Home Endowments.

Adjourned.

GERALD FITZGIBBON.

Frederick Redmond, Acting Secretary.

February 18, 1893.

Meeting of the Judicial Commissioners held this day.

Correspondence as to an application for an Amending Scheme for Currie School, Belfast, was considered.

The following revised Schemes were further considered :—

No. 90.—The Diocesan Schools and Banagher Royal School Endowments (Amended Scheme).

No. 121.—The General Orphan Home Endowments.

Adjourned.

GERALD FITZGIBBON.

Frederick Redmond, Acting Secretary.

March 16, 1893.

Meeting of the Judicial Commissioners held this day.

The question as to the expiry of the powers of the Commission on March 31, was discussed, and arrangements proposed by which the business of the Office should be carried on after that date.

Adjourned.

GERALD FITZGIBBON.

Frederick Redmond, Acting Secretary.

March 24, 1893.

Meeting of the Judicial Commissioners held this day.

The question of winding-up the business of the Commission after March 31, when the statutory powers of the Commission expire, and of the discharge of the duties of the Assistant Commissioners, Secretary, and Officers was considered, and the following Minute was made :—

On the 31st instant, the statutory powers of the Commission expire, and the salaries and appointments hitherto sanctioned by the Treasury come to an end. From that date the only powers which will exist are those relating to the Endowments to be specified by order of the Lord Lieutenant in Council, which will be extended for a limited time to be specified in the order. The discharge of all duties relating to the exercise of these extended powers must be provided for by the Judicial Commissioners in the manner and out of the funds approved and sanctioned by the Treasury,

The Treasury has fixed £1,800 as the maximum sum available for the purposes of the Commission, and has required that after March 31, all remuneration for services in the offices of the Commission, shall be payable only on the certificate of the Judicial Commissioners; that every officer employed has, from month to month, been necessarily and fully occupied. Under the proposal made to the Treasury, with the concurrence of the Assistant Commissioners, their duties, so far as necessary for the completion of the business by them, are to be remunerated by monthly payments calculated at the rate of £400 per annum for each Assistant Commissioner, but not extending beyond December 31, 1893.

So long as any Schemes are pending before the Commission, that is to say, have not yet been signed by the Judicial Commissioners, and so long as any Schemes remitted by the Lord Lieutenant in Council shall remain for consideration, the Judicial Commissioners will request the Assistant Commissioners to discharge all the same duties as heretofore, and will be prepared to give the necessary monthly certificates for payment of their remuneration at the above rate. If the business shall not be completely finished before 31st December next, the remuneration of the Assistant Commissioners will exhaust £900; in addition to which the Rev. Dr. Wilson will be entitled to receive his travelling expenses and subsistence allowance for attending such meetings in Dublin as may be necessary.

Office Staff.

From and after the 31st instant, Mr. Frederick Redmond will be authorized to discharge the duties of the Secretary, subject to Mr. N. D. Murphy's continuing to discharge such of the duties of Secretary as he may be permitted by the Commissioners of Education to undertake, or subject to those duties being discharged by any other official whom the Treasury may recognise as the Accounting Officer of the Commission. Mr. Redmond will continue to discharge all the other duties which have hitherto devolved upon him as Chief Clerk. He will receive remuneration from month to month at the rate of £400 per annum, so long as the Judicial Commissioners can certify that he is necessarily occupied as required by the Treasury.

Mr. S. J. Murphy will continue to discharge all his present duties, and to assist in the office business as may be necessary, and will receive remuneration from month to month at the present rate, so long as the Judicial Commissioners shall certify for him in the same manner.

The Judicial Commissioners have informed the Treasury that the services of Mr. Redmond and Mr. S. J. Murphy will be required as above for three months after March 31, but in consequence of Mr. N. D. Murphy's retirement, the Judicial Commissioners will ask that the Treasury shall sanction the extension of this period to July 31, and if necessary that it may be further extended, for one or other, but not for both these officers, until August 31, but the terms and necessity of the last mentioned extension will be considered as the progress of business is ascertained. So long as the present rate of remuneration is allowed, the officers will be required to attend the full office hours, and every exertion must be used to complete all pending Schemes within the limited time, as well as to distribute the papers, and wind up the business of the Commission, as far as possible, before July 31. Unless other arrangements are sanctioned in the meantime, the Judicial Commissioners will submit to the Treasury proposals for the completion of any business then still pending, with the aid of an officer who will not be required to give more time than is absolutely necessary, and who will be remunerated according to the time occupied.

The Office messenger, Charles M'Mahon, will be retained to discharge all his present duties and to assist in scrivenery, distribution of papers, and other office business, at his present rate of pay, until further order.

The Housekeeper, Mrs. M'Mahon, will take charge of the offices, and to be paid as hitherto, until possession be given up.

The greatest economy in office expenses will be necessary, and all shorthand writing, all orders for local inquiries, and other matters involving expense, must receive the previous sanction of the Judicial Commissioners, accounts must be carefully kept in the office from month to month, showing the total amount of expenses incurred up to date, as the Estimate of £1,800 cannot under any circumstances be exceeded, and the Judicial Commissioners anticipate that great care will be necessary in order to keep the expenses within that limit.

Adjourned.

GERALD FITZGIBBON.

WILLIAM O'BRIEN.

Frederick Redmond, Acting Secretary.

March 28, 1893.

Meeting of the Judicial Commissioners held this day.

The usual arrangements were made for closing the Office during the Easter Holidays.

The state of Draft Schemes ready to be prepared for the "blue stage" was considered.

Adjourned.

Frederick Redmond, Acting Secretary. GERALD FITZGIBBON.

April 12, 1893.

Meeting of the Judicial Commissioners held this day.

An objection lodged with the Clerk of the Privy Council as to the Leigh Charity Scheme was submitted, and discussed, and directions given thereon,

Adjourned.

Frederick Redmond, Acting Secretary. GERALD FITZGIBBON.

April 18, 1893.

Meeting of the Judicial Commissioners held this day.

A Committee of the Commissioners of Education in Ireland, consisting of Monsignor Molloy, Rev. The Provost of Trinity College, Mr. Pigot, Dr. Traill, Professor Dougherty, Rev. Mr. Hamilton, and Mr. Starkie, attended and conferred with the Judicial Commissioners on the question of permitting Mr. N. D. Murphy, Secretary to the Commissioners of Education, to assist in the work of winding up the Educational Endowments Commission.

Adjourned.

Frederick Redmond, Acting Secretary. GERALD FITZGIBBON.

April 22, 1893.

Meeting of the Judicial Commissioners held this day.

The objection lodged with the Clerk of the Privy Council as to the Leigh Charity Scheme was again discussed, and a letter, as drafted, ordered to be written to the Under Secretary, Dublin Castle, on the subject.

Read Letter from the Under Secretary, intimating that the Commissioners of Education had agreed to permit Mr. Murphy to assist in the work of winding up the Commission, under certain terms.

Adjourned.

N. D. Murphy, Secretary. GERALD FITZGIBBON.

May 6, 1893.

Meeting of the Judicial Commissioners held this day.

Letters read:—

Rev. Dr. O'Mulloy, P.P. (April 20), as to the Scheme for the Carysfort Royal School Endowments.

The Secretaries, Charitable Donations and Bequests (April 28), as to the General Orphan Home Endowments.

Rev. D. Humphrys (May 4), as to the Erasmus Smith Evidence.

Replies, as drafted, ordered to be sent.

Adjourned.

N. D. Murphy, Secretary. GERALD FITZGIBBON.

May 12, 1893.

Meeting of the Judicial Commissioners held this day.

Letters read:—

Rev. H. F. MacDonald (May 8), as to the Robertson Endowments, Diocese of Raphoe.

Rev. Dr. O'Mulloy, P.P. (May 9), as to the Scheme for the Carysfort Royal School Endowments.

Replies, as drafted, ordered to be sent.

Adjourned.

N. D. Murphy, Secretary. GERALD FITZGIBBON.

May 19, 1893.

Meeting of the Judicial Commissioners held this day.

The usual arrangements for closing the Office during the Whitsuntide Holidays were made.

Adjourned.

N. D. Murphy, Secretary. GERALD FITZGIBBON.

May 30, 1893.

Meeting of the Judicial Commissioners held this day.

Letters read:—

Rev. W. Johnston (May 22), as to the Amending Scheme for the Brown Street Sunday and Daily Schools.

Colonel Aldworth (May 22), as to the St. Leger Aldworth Endowment.

Rev. J. Steen (May 16), as to the Amending Scheme for Dublin Presbytery.

Replies, as drafted, ordered to be sent.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

June 3, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended:—

No. 120.—The Endowments of the Presbytery of Tyrone.

No. 132.—The Endowments of the Presbytery of Dromore.

No. 133.—The Endowments of the Presbytery of Derry.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

June 10, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended:—

No. 171.—Alexandra College and Alexandra School.—Amending Scheme.

No. 173.—The Belfast Natural History and Philosophical Society.—Amending Scheme.

No. 176.—The Swords Borough Schools.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

June 16, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were further considered:—

No. 120.—The Endowments of the Presbytery of Tyrone.

No. 132.—The Endowments of the Presbytery of Dromore.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

June 19, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were finally considered and signed:—

No. 120.—The Endowments of and belonging to Congregations under the care of the Presbytery of Tyrone.

No. 132.—The Endowments of and belonging to Congregations under the care of the Presbytery of Dromore.

No. 133.—The Endowments of and belonging to Congregations under the care of the Presbytery of Derry.

No. 171.—The Alexandra College and the Alexandra School, Dublin.—Amending Scheme.

No. 173.—The Belfast Natural History and Philosophical Society.—Amending Scheme.

No. 176.—The Swords Borough School.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

June 26, 1893.

Meeting of the Judicial Commissioners held this day.

The question as to the proposed Public Sitting to hear Objections and Amendments to the Draft Scheme for Cromkill National School was considered, and it was decided that the date already provisionally fixed for the Sitting should be postponed.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 1, 1893.

Meeting of the Judicial Commissioners held this day.

A letter was read from the Rev. D. Humphrys, covering a statement as to the Erasmus Smith Endowments.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 7, 1893.

Meeting of the Judicial Commissioners held this day.

The Scheme for the Leamy Endowment, Limerick, remitted with a Declaration by the Lord Lieutenant in Council was under consideration.

A letter (July 6) from the Most Rev. Dr. O'Dwyer, Lord Bishop of Limerick, was read on the subject.

It was ordered:—

1. That the Sittings of the Commission shall be adjourned for vacation from August 12th to October 2nd, both days inclusive.
2. That arrangements should be made for the receipt of letters and the formal business of the office during the above period.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 8, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended:—

No. 123.—The Charleville Endowment, Counties Cork, Limerick, and Tipperary.
No. 175.—The Baltimore Fishery School.—Amending Scheme.
No. 181.—Morgan's School, Castleknock.—Amending Scheme.
No. 182.—The Currie School, Belfast.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON

N. D. Murphy, Secretary.

July 10, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Pembroke Technical School was considered and amended.

Directions as to other Schemes under revision were given.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary

July 12, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended:—

No. 152.—The Ballintoy Parochial School.
No. 155.—The St. Leger Aldworth Endowment.
No. 177.—The Methodist Female Orphan School.—Amending Scheme.

The following revised Schemes were further considered:—

No. 123.—The Charleville Endowment, Counties Cork, Limerick, and Tipperary.
No. 175.—The Baltimore Fishery School.—Amending Scheme.
No. 181.—Morgan's School, Castleknock.—Amending Scheme.
No. 182.—The Currie School, Belfast.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 15, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended:—

No. 95.—The Leamy Endowment, Limerick.—Amended Scheme.
No. 149.—The Pembroke Technical School.
No. 161.—Rathmines Township Sunday and Daily Schools.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 17, 1893.

Meeting of the Judicial Commissioners held this day.

Letters read:—

Rev. J. M. Hamilton (July 14), as to the Scheme for the Rathmines Township Sunday and Daily Schools.
Sir Thomas F. Brady (July 16), as to the Amending Scheme for the Baltimore Fishery School.

Replies, as drafted, ordered to be sent.

The following revised Schemes were finally considered and signed:—

No. 123.—The Charleville Endowment, Counties Cork, Limerick, and Tipperary.
No. 149.—The Pembroke Technical School.
No. 152.—The Ballintoy School, County Antrim.
No. 155.—The St. Leger Aldworth Endowment.
No. 161.—The Rathmines Township Sunday and Daily Schools.
No. 175.—Baltimore Fishery Schools.—Amending Scheme.
No. 177.—The Methodist Female Orphan School.—Amending Scheme.
No. 181.—Morgan's School.—Amending Scheme.
No. 182.—The Currie School, Belfast.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 20, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Leamy Endowment, Limerick, was considered and amended.

The Objections to the following Schemes were considered and observations prepared thereon:—

No. 89.—The Parochial Schools of the Dioceses of Down, Connor and Dromore.
No. 90.—The Diocesan Schools and Banagher Royal School Endowments.

Instructions were given as to the next batch of "blue" Schemes to be prepared for the signature of the Judicial Commissioners.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 22, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were considered and amended :—

No. 174.—The Parochial Schools of the Diocese of Armagh.—Amending Scheme.
No. 193.—The Church of Ireland Training College.—Amending Scheme.
No. 194.—The Sullivan Schools, Holywood.—Amending Scheme.
No. 201.—The Brown Street Sunday and Daily Schools, Belfast.—Amending Scheme.

The revised Scheme for the Leamy Endowment, Limerick, was further considered and amended and ordered to be printed.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 24, 1893.

Meeting of the Judicial Commissioners held this day.

The state of business in the Office was considered, and it was arranged that a series of Meetings should be held between the 1st and 12th of August, to wind up the pending Schemes before the summer vacation.

Letter, as drafted, was ordered to be sent to the Assistant Commissioners setting forth the agenda for these Meetings.

A letter, as drafted, was directed to be sent to the Under Secretary, Dublin Castle, as to the arrangements for carrying on the business of the Office during the summer vacation.

The revised Scheme for the City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools—Supplemental Scheme—was considered and amended.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 25, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Sullivan's School, Holywood, was further considered.

Directions were given as to a Meeting to be held on Wednesday, July 26.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 26, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended :—

No. 151.—The Presbytery of Comber.
No. 187.—The Robertson Endowments, Diocese of Raphoe.—Amending Scheme.

Directions were given as to the Objections at present before the Privy Council with regard to the Scheme for the Parochial Schools of the Dioceses of Down and Connor and Dromore.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 27, 1893

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and amended :—

No. 119.—The Endowments of Presbytery of Cavan.
No. 117.—The Leigh Charity.
No. 127.—The Parochial Schools of the Diocese of Ossory.
No. 153.—The Dublin Protestant Reformatory School.
No. 157.—The Endowments of Presbytery of Letterkenny.

Mr. T. T. L. Overend attended and had an interview with the Judicial Commissioners as to the Urith Paul Endowment.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 28, 1893.

Meeting of the Judicial Commissioners held this day.

The Amended Scheme for the Leamy Endowment was further considered, and finally agreed to.

The Amending Scheme for the Presbytery of Dublin was considered.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

July 31, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were finally considered and signed :—

No. 95.—The Leamy Endowment.—Amended Scheme.
No. 117.—The Leigh Charity.
No. 119.—The Presbytery of Cavan.
No. 167.—The Parochial Schools of the Diocese of Ossory.
No. 137.—The Presbytery of Comber.
No. 142.—The City of Cork Parochial Schools, and Cork Cloyne and Ross Parochial Schools.—Amending Scheme.
No. 153.—The Dublin Protestant Reformatory Schools.
No. 157.—The Presbytery of Letterkenny.
No. 174.—The Parochial Schools of the Diocese of Armagh.—Amending Scheme
No. 185.—The Presbytery of Dublin.—Amending Scheme.
No. 187.—The Robertson Endowments and other Endowments in the Diocese of Raphoe.—Amending Scheme.
No. 193.—The Church of Ireland Training College.—Amending Scheme.
No. 194.—The Sullivan Schools, Holywood.—Amending Scheme.
No. 201.—The Brown Street Sunday and Daily Schools, Belfast.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 11, 1893.

Meeting of the Judicial Commissioners held this day.

The state of business of the Office was considered, and it was decided that it was impossible to dispense with the services of Mr. Frederick Redmond and Mr. Stanislaus Murphy before the 19th instant, but that the office should be closed from that date until October 1, next.

It was ordered that the following Schemes should be revised and prepared for the signature of the Judicial Commissioners on the 21st instant :—

No. 111.—The Preston Endowment for the Preston School, Navan, the Ballyroan Endowed School, and King's Hospital, Oxmantown.

The Endowments of the following Presbyteries :—

No. 151.—The Presbytery of Raphoe.
No. 160.—The Presbytery of Limavady.
No. 166.—The Presbytery of Templepatrick.
No. 168.—The Presbytery of Glendermot.
No. 169.—The Presbytery of Strabane.
No. 196.—The Presbytery of Down.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 17, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were considered and amended :—

No. 111.—The Preston Endowment for the Preston School, Navan, the Ballyroan Endowed School, and King's Hospital, Oxmantown.
No. 169.—The Endowments of the Presbytery of Strabane.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 21, 1893.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were finally considered and signed :—

No. 111.—The Preston Endowment for the Preston School, Navan, the Ballyroan School, and King's Hospital, Oxmantown.

No. 151.—The Endowments of and belonging to Congregations under the care of the Presbytery of Raphoe.

No. 160.—Endowments of and belonging to Congregations under the care of the Presbytery of Limavady.

No. 166.—Endowments of and belonging to Congregations under the care of the Presbytery of Templepatrick.

No. 168.—Endowments of and belonging to Congregations under the care of the Presbytery of Glendermot.

No. 169.—Endowments of and belonging to Congregations under the care of the Presbytery of Strabane.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 1, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were considered and amended :—

No. 71.—The Strabane Academy.
No. 105.—Midleton Endowed School, Cork.
No. 107.—The Killinchy Schools.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 5, 1893.

Meeting of the Judicial Commissioners held this day.

The circumstances connected with the following Endowments were considered, and letters, as drafted, ordered to be written thereon :—

No. 131.—Kilmeague School and Percival Endowment.
No. 148.—Kilkenny Subscription School.
No. 159.—Chetwode's and Stearne's Charity.

The revised Schemes for the following Endowments were considered and amended :—

No. 145.—The Cramsie Endowment, Ballymoney.
No. 146.—The Endowments of the First Presbyterian Church, Londonderry.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 6, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were considered and amended :—

No. 156.—The Dromod School and Warren Endowment, County Leitrim.
No. 183.—Browne's Apprenticeship Fund, Carlow.
No. 202.—Joseph Browne's Endowments, County Down, Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 8, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Presbytery of Down (No. 196), was considered and amended.

The revised Schemes for the following Endowments were further considered and amended :—

No. 156.—The Dromod School and Warren Endowment, County Leitrim.
No. 186.—Browne's Apprenticeship Fund, Carlow.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 11, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were finally considered and signed:—

No. 71.—The Strabane Academy.
No. 105.—Midleton Endowed School, Cork.
No. 107.—The Killinchy Schools.
No. 145.—The Cramsie Endowment, Ballymoney.
No. 146.—The Endowments of and belonging to Congregations of the First Presbyterian Church, Londonderry.
No. 156.—The Dromod School and Warren Endowment.
No. 183.—Browne's Apprenticeship Fund, Carlow.
No. 196.—The Endowments of and belonging to Congregations under the care of the Presbytery of Down.
No. 202.—Joseph Browne's Endowments, County Down, Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 14, 1893.

Meeting of the Judicial Commissioners held this day.

Circumstances connected with the Schemes for the following Endowments were considered, and letters as drafted ordered to be written thereon:—

No. 159.—Chetwode's and Stearne's Charity, Co. Meath.
No. 180.—Parsons Persse Endowment, Co. Galway.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 19, 1893.

Meeting of the Judicial Commissioners held this day.

The question of the Annual Report of the Commission was considered, and a letter, as drafted, directed to be written to the Under Secretary, Dublin Castle, on the subject.

Letters, as drafted, were also directed to be written to—

Rev. J. B. Keene.
J. G. Stoney, Esq.
James Poe, Esq.

The Secretary, Armagh Diocesan Board of Education, as to the following Endowments respectively:—

The Parochial Schools of the Diocese of Meath (Amending Scheme).
The Parochial Schools of the Diocese of Cork, Cloyne and Ross (Supplemental Scheme).
Kilkenny Subscription School.
The Parochial Schools of the Diocese of Armagh (Amending Scheme).

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 20, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were considered and amended:—

No. 150.—The Drogheda Blue School.
No. 167.—Love's Charity and Gardiner's Charity.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 25, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were considered and amended:—

No. 159.—Chetwode's and Stearne's Charity, Co. Meath.
No. 189.—The Mason Blue School, Waterford.

A letter, as drafted, was directed to be written to Rev. A. Harvey, as to the Cusack Apprenticeship Fund.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 26, 1893.

Meeting of the Judicial Commissioners held this day.

The Scheme for the Munster Dairy School and Agricultural Institute was under consideration, and letters as drafted on the subject were directed to be written to—

The Commissioners of National Education.
R. Barter, Esq.

The revised Schemes for the following Endowments were considered and amended:—

No. 110.—The Crofton Endowment, Clondrohid.
No. 114.—The Lisnaboe Endowed School, Co. Longford.
No. 128.—The Banks Endowment, Eyrecourt.
No. 188.—The Cusack Apprenticeship Fund, Athboy.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 28, 1893

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Sandford Endowment, Castlerea, was considered and amended.

The revised Scheme for the Drogheda Blue School was further considered and amended.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 2, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Schemes for the following Endowments were further considered and signed:—

No. 110.—The Crofton Endowment, Clondrohid.
No. 114.—The Lisnaboe Endowed School.
No. 128.—The Bank's Endowment, Eyrecourt.
No. 136.—The Sandford Endowment, Castlerea.
No. 150.—The Drogheda Blue School.
No. 159.—Chetwode's and Stearne's Charity.
No. 167.—Love's Charity and Gardiner's Charity, Dublin.
No. 188.—The Cusack Apprenticeship Fund, Athboy
No. 189.—The Mason Blue School, Waterford.

Adjourned.

GERALD FITZGIBBON

N. D. Murphy, Secretary.

October 3, 1893.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Rathmines Township Sunday and Daily Schools, together with the objections thereto, were under consideration, and observations on the same were prepared to be submitted to the Privy Council.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 16, 1893.

Meeting of the Judicial Commissioners held this day.

The Ven. J. G. Scott, D.D., Archdeacon of Dublin, and Rev. J. W. Tristram, D.D., had a conference with the Commissioners as to the Revised Draft Scheme (Nos. 147 and 158) for the Parochial Schools and other Endowments of the Dioceses of Dublin, Glendalough, and Kildare.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 18, 1893.

Meeting of the Judicial Commissioners held this day.

The Amending Scheme for St. Peter's Schools and Leeson-street Infant School was under consideration, and was revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 25, 1893.

Meeting of the Judicial Commissioners held this day.

The progress of Schemes was considered, and batches were ordered to be prepared for signature on specified dates.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 27, 1893.

Meeting of the Judicial Commissioners held this day.

The state of office business was considered, and it was decided that the services of Mr. Stanislaus Murphy, Clerk to the Commission, could be dispensed with on Saturday, November 4, but that Mr. Redmond, Acting Secretary, should be retained until November 30.

A letter, as drafted, was directed to be written to the Under Secretary, Dublin Castle, on the subject.

It was resolved:—

That the Commissioners desire to record their satisfaction with the mode in which Mr. Stanislaus Murphy discharged his duties as clerk from the time he entered the service of the Commission to the present time.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 2, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to the following Draft Schemes were considered, and the Schemes revised:—

135.—Parochial Schools of the Diocese of Tuam.
184.—Endowments of the Presbytery of Banbridge.—Amending Scheme.
193.—Church of Ireland Training College.—Amending Scheme.
208.—St. Peter's Schools, &c.—Amending Scheme.
212.—Endowments of the Presbytery of Dromore.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 3, 1893.

Meeting of the Judicial Commissioners held this day.

Letters read:—

The Secretaries, Commissioners of National Education (Nov. 1), as to the Scheme for the Munster Dairy School and Agricultural Institute.

Rev. T. Moore, LL.D. (Nov. 2), as to the Scheme for the Diocese of Cork, Cloyne, and Ross.

Replies, as drafted, ordered to be sent.

It was decided to hold a Conference on Saturday, November 25, at 12 o'clock, at the Office of the Commission, in connection with the Scheme for the Munster Dairy School and Agricultural Institute.

Saturday, December 2, was fixed for a Public Sitting in Glenarm, County Antrim, to consider the objections to the Schemes for the following Endowments:—

No. 192.—Glenarm Parochial School.

No. 198.—The Cromkill National School.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 4, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to Scheme No. 161, the Rathmines Township Schools, and Scheme No. 162, the M'Gowan Endowment, Bangor, were considered, and the Draft Schemes revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 6, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to Scheme No. 165, the Dungonnell School, and to Scheme 179, the Coleraine Presbytery Endowments, were considered, and the Scheme revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 7, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to Schemes 170, The Edwards Endowment, Castlederg, and 207, The Endowments of the Presbytery of Athlone were considered, and the Scheme revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 9, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to Scheme 195, the Crilly School and Pettigrew Endowment, and to Scheme 200, the Damer Schools, were considered, and the Schemes revised.

Adjourned.

GERALD FITZGIBBON

N. D. Murphy, Secretary.

November 11, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to Scheme 191, the Armagh Presbytery Endowments, were considered, and the Scheme was revised.

The objections to Scheme No. 204, the Kirkpatrick Endowment, were considered, and it was agreed that if ever there ceased to be a Unitarian Congregation in the Town of Larne, the Endowments should remain applicable for the benefit of the children of the locality.

Scheme No. 113, for the Urith Paul Endowment, as revised, was further considered after the termination of a Conference held this day with the present Trustees.

The following attended and conferred with the Commissioners as to the above Scheme:—

T. T. L. Overend, Solicitor, for the Trustees.
Joseph W. Deane.
Rev. F. Le Hunte.
Joseph E. Deane Drake.
Mrs. Deane Drake.

And was further revised.

The following Schemes framed by the Judicial Commissioners were duly signed by both of them:—

No 135.—The Parochial Schools of the Diocese of Tuam.
No. 161.—The Rathmines Township Schools.
No. 162.—The M'Gowan Endowment, Bangor.
No. 195.—The Pettigrew Endowment, Crilly.
No. 170.—The Edwards Endowment, Castlederg.
No. 179.—The Donegal Presbytery Endowments.
No. 184.—The Banbridge Presbytery Endowments—Amending Scheme.
No. 190.—The Stratford Lodge Schools.
No. 193.—The Church of Ireland Training College—Amending Scheme remitted.
No. 165.—The Dungonnell School.
No. 200.—The Damer Schools.
No. 207.—The Athlone Presbytery Endowments.
No. 208.—St. Peter's Schools, and Leeson Street School—Amending Scheme.
No. 212.—The Dromore Presbytery Endowments—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 23, 1893.

Meeting of the Judicial Commissioners held this day.

Scheme No. 113, the Urith Paul Endowment, was further revised.

The objections to Scheme No. 197, the Irish Clergy Daughters School, were considered, and the Scheme revised.

The objections lodged with the Privy Council to Scheme No. 111, for the Preston Endowment, Ballyroan, which had been sent down to the Commissioners for their observations, were considered, and the observations of the Judicial Commissioners thereon were prepared.

Adjourned.

GERALD FITZGIBBON

N. D. Murphy, Secretary.

November 24, 1893.

Meeting of the Judicial Commissioners held this day.

The following Scheme framed by the Judicial Commissioners was signed by both of them:—

No. 113.—The Urith Paul Endowment.

Scheme No. 205, the Cabragh School and M'Creight Endowment, was further considered, together with the objections thereto.

The observations on the objections to Scheme No. 111 were considered.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 25, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to the following Schemes were considered, and the Schemes revised:—

No. 172.—The Coleraine Presbytery Endowments.
No. 178.—The Omagh Presbytery Endowments.
No. 186.—The Rathfriland Presbytery Endowments.
No. 206.—The North East Agricultural Association.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

November 26, 1893.

Meeting of the Judicial Commissioners held this day.

The objections to the following Schemes were considered, and the Schemes revised:—

No. 191.—The Armagh Presbytery Endowments.
No. 199.—The Belfast Presbytery Endowments.

The Observations on the Objections to Scheme No. 111 were finally considered, passed, and signed.

Adjourned.

GERALD FITZGIBBON.

N. D Murphy, Secretary.

November 30, 1893.

Meeting of the Judicial Commissioners held this day.

The state of business was considered, with a view to the further reduction of office staff, and a letter to the Under Secretary, as drafted, was ordered to be sent—Mr. Redmond to be continued in the service of the Commission until December 22; the offices to be given up on December 30; the office cleaner to be then discharged, but the messenger to be retained until March 31, 1894.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 2, 1893.

Meeting of the Judicial Commissioners held this day.

The following Schemes framed by the Judicial Commissioners were duly signed:—

Scheme No. 172.—The Coleraine Presbytery Endowments.
Scheme No. 178.—The Omagh Presbytery Endowments.
Scheme No. 186.—The Rathfriland Presbytery Endowments.
Scheme No. 191.—The Armagh Presbytery Endowments.
Scheme No. 199.—The Belfast Presbytery Endowments.
Scheme No. 197.—The Irish Clergy Daughters School.
Scheme No. 206.—The North East Agricultural Association.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 6, 1893.

Meeting of the Judicial Commissioners held this day.

The following office arrangements were made:—

Meetings of the Full Commission to be held on Saturdays only; Special Meeting on December 21; Stated Attendances on Wednesdays and Fridays at usual hours.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 16, 1893.

Meeting of the Judicial Commissioners held this day.

On reading the letter of the Clerk of the Privy Council, dated August 24, 1893, remitting Scheme No. 90, with a declaration that the Commissioners proceed to take further evidence of the value of the Roxboro' Road School Premises—

Letters, as drafted, were ordered to be written:—

To the Under Secretary, asking that authority be given to the Commissioners of Valuation to have the valuation made.

To the Commissioners of Valuation, as to the circumstances of the School premises.

To the Rev. Canon Gregg, to the Limerick Lunatic Asylum Board, and to the Limerick Town Council, inviting valuations on behalf of each, respectively.

To the Board of Control, &c., of Lunatic Asylums, inviting the Board to express their opinion on the proposal of the Limerick Lunatic Asylum Board to give £1,600 for the premises in question.

A letter, as drafted, was directed to be written to the Clerk of the Privy Council with regard to the objection of the Congregation of Ballindroit to the Scheme for the Raphoe Presbytery (No. 151).

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 3, 1894.

Meeting of the Judicial Commissioners held this day.

The following Schemes were revised, after consideration of the Objections thereto :—

209.—The Parochial Schools of the Diocese of Meath and the Ardkeenan Endowment—Amending Scheme.

210.—The Incorporated Society for Promoting Protestant Schools in Ireland.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 11, 1894.

A stated attendance of the Judicial Commissioners was held this day.

Present :—Lord Justice FITZGIBBON

The following letters were read :—

The Clerk, Belfast Presbytery, as to including another School in the Schedule to Scheme 199.

Rev. C. W. Hunter and others as to certain of the Schools included in the Coleraine Presbytery Scheme, No. 172.

Replies, as drafted, ordered to be sent.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 15, 1894.

Meeting of the Judicial Commissioners held this day.

Scheme No. 147 for the Parochial Schools of the Dioceses of Dublin, Glendalough, and Kildare was revised on the lines agreed to at the Public Sitting in December 26, 1893.

Scheme No. 210 for the Incorporated Society was further revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 17, 1894.

Meeting of Judicial Commissioners held this day.

Scheme No. 90 for the Diocesan Schools and the Banagher Royal School Endowments which was remitted to the Commissioners with a Declaration, and the valuations of the Roxboro' Road School, which had been obtained in pursuance of the above Declaration, were considered, and it was agreed that the Scheme should be re-submitted without alteration, with an explanatory letter attached thereto

The letter in question was prepared.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 24, 1894.

Meeting of the Judicial Commissioners held this day.

The letter to accompany Scheme No. 90 was further considered, amended, and approved.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

January 29, 1894.

Meeting of the Judicial Commissioners held this day.

Scheme No. 90, to be submitted to His Excellency in Council, was signed without any alteration in pursuance of the Declaration of the Lord Lieutenant, together with a letter to accompany the same.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

February 2, 1894.

Meeting of the Judicial Commissioners held this day.

The Observations of the Judicial Commissioners on the Objections which had been lodged with the Clerk of the Privy Council against Scheme No. 196, for the Endowments of the Down Presbytery, were prepared.

The following Schemes were duly signed by the Judicial Commissioners :—

No. 147.—The Parochial Schools of the Dioceses of Dublin, Glendalough, and Kildare.
No. 209.—The Parochial Schools of the Diocese of Meath, and the Ardkeenan Endowment —Amending Scheme.
No. 210.—The Incorporated Society for Promoting Protestant Schools in Ireland.
No. 213.—The Endowments of the Derry Presbytery—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

February 10, 1894.

Meeting of the Judicial Commissioners.

The Observations on the Objections, lodged with the Clerk of the Privy Council, against Scheme No. 107 for the Killinchy School, were prepared.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary

February 17, 1894.

Meeting of the Judicial Commissioners.

The Observations in the Objections to Schemes No. 107 and 196 were passed, and agreed to.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

March 21, 1894.

Meeting of the Judicial Commissioners.

Scheme No. 111 for the Preston Endowment, Ballyroan, which had been remitted by the Lord Lieutenant with a declaration, was revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

April 2, 1894.

Meeting of the Judicial Commissioners.

Observations were prepared on the Objections, lodged with the Clerk of the Privy Council, against Scheme No. 190 for the Stratford Lodge Schools.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

April 24, 1894.

Meeting of the Judicial Commissioners.

Objections, lodged with the Clerk of the Privy Council, to the Schedule to Scheme No. 210 for the Incorporated Society, were considered, and it was agreed that permission should be asked of the Under Secretary to have certain amendments carried out without the Scheme being remitted.

Scheme No. 76, for the Parochial Schools of the Diocese of Limerick, was revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

April 16, 1894.

Meeting of the Judicial Commissioners.

The following Schemes were duly signed:—

No. 76.—Parochial Schools of the Diocese of Limerick.

No. 111.—The Preston Endowment, for the Preston School, Navan, Ballyroan School, and the King's Hospital, Oxmantown.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

June 23, 1894.

Meeting of the Judicial Commissioners held this day.

Special notice was ordered to be sent out for meetings of the Full Commission for Wednesday, August 1, and the following days, to transact the following business—

I. To dispose of the following Schemes:—

125.—The Charlton Charity.
131.—The Kilmeague School.
143.—Viscount Limerick Endowment, Dundalk.
144.—The Erasmus Smith Endowments.
148.—Kilkenny Subscription School.
163.—Carrickmacross Grammar School.
180.—Parsons Persse's Charity.
192.—Glenarm School.
198.—Cromkill School.
203.—Tullycavey School.
204.—Kirkpatrick Endowment, Larne.
211.—Gwyn and Young Endowments—Amending Scheme.
214.—The Parochial Schools of Down and Connor, and Dromore—Amending Scheme.
215.—The Jackson Endowments, Monaghan.
216.—The Endowments of the Presbytery of Raphoe—Amending Scheme.
217.—The Parochial Schools of the Dioceses of Cork, Cloyne, and Ross—Further Amending Scheme.
218.—The Clonmel Parochial Endowments.

II. To consider whether it is necessary to publish an Amending Scheme for the Carysfort Royal School Endowment.

III. To prepare the Final Report of the Commission.

Read application of Messrs. Robinson, Solicitors, on behalf of the Trustees of St. Nicholas Without and St. Luke's Parochial Schools, that a Draft Scheme might be prepared for these Endowments.

It was agreed that a Scheme should be published.

The following letters were read:—

Captain M. J. C. Dennis as to the excessive estimate of Board of Works for the Stratford Lodge School.

Aaron Hustin, Secretary, Cloyfin School Committee, as to including this School in the Scheme for the Endowments of the Coleraine Presbytery.

Replies as drafted ordered to be sent.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 1, 1894.

Meeting of the Judicial Commissioners held this day.

Present: Lord Justice FITZGIBBON.

The Amended Scheme for the Stratford Lodge Schools, No. 190, was duly signed.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 3, 1894.

Meeting of the Judicial Commissioners held this day.

Scheme No. 217 and the objections thereto were considered, and the Scheme revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 4, 1894.

Meeting of Judicial Commissioners held this day.

The following Schemes and the Objections thereto were considered, and the Schemes revised:—

No. 143.—The Viscount Limerick Endowment, Dundalk.
No. 163.—The Viscount Weymouth Grammar School, Carrickmacross.
No. 214.—The Parochial Schools of the Dioceses of Down and Connor and Dromore.—Amending Scheme.
No. 216.—The Raphoe Presbytery Endowments.—Amending Scheme.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 6, 1894.

Meeting of the Judicial Commissioners held this day.

The following Schemes were revised, on the consideration of the objections thereto:—

No. 148.—Kilkenny Subscription School.
No. 180.—Parsons Persse's Endowment.
No. 198.—The Cromkill School, Connor.
No. 204.—The Kirkpatrick Endowment, Larne.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 7, 1894.

Meeting of the Judicial Commissioners held this day.

The following Schemes were revised;—

No. 203.—The Tullycavey School and the Allen Endowment, Grey Abbey.
No. 218.—The Clonmel Parochial Endowments.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 8, 1894.

Stated Attendance of the Judicial Commissioners held this day.

Present: Lord Justice FITZGIBBON.

The following Schemes which had been revised by the Judicial Commissioners were further advanced, and directions given with a view to the completion and signing of the same on the 20th inst.:—

No. 143.—The Viscount Limerick Endowment, Dundalk.
No. 148.—The Kilkenny Subscription School.
No. 163.—The Viscount Weymouth Grammar School, Carrickmacross.
No. 180.—Parsons Persse's Charity.
No. 198.—The Cromkill School, Connor.
No. 214.—The Parochial Schools of Down and Connor and Dromore.—Amending Scheme.
No. 216.—The Endowments of the Raphoe Presbytery.—Amending Scheme.
No. 217.—The Parochial Schools of the Dioceses of Cork, Cloyne, and Ross.—Amending Scheme.

Letters, as drafted, were ordered to be sent as directed, in the case of the following Schemes, which are under revision:—

No. 172.—Coleraine Presbytery Endowments.—Rev. C. W. Hunter, enclosing letter from Aaron Huston as to Cloyfin School.
No. 203.—Tullycavey School.—James Moran, Solicitor, with proof of revised Scheme.
No. 204.—Kirkpatrick Endowment, Larne.—M'Neill and Williams, Solicitors, with proof of revised Scheme.
No. 218.—Clonmel Parochial Endowments.—J Clancy, Town Clerk, as to the nature of the Ladyman Endowment.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 13, 1894.

Meeting of the Judicial Commissioners held this day.

Draft Scheme, No. 131, for the Kilmeague School, and the Objections thereto were considered, and the Scheme was revised.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 20, 1894.

Meeting of the Judicial Commissioners held this day.

The following revised Schemes were considered and passed by the Judicial Commissioners, and were duly signed:—

No. 143.—The Viscount Limerick Endowment, Dundalk.
No. 148.—Kilkenny Subscription School.
No. 163.—Viscount Weymouth's Grammar School, Carrickmacross.
No. 180.—Parsons Persse's Endowment.
No. 198.—Cromkill School, Connor.
No. 214.—Parochial Schools of the Dioceses of Down and Connor and Dromore.—Amending Scheme.
No. 216.—Raphoe Presbytery Endowments.—Amending Scheme.
No. 217.—Parochial Schools of the Dioceses of Cork, Cloyne, and Ross—Further Amending Scheme.
No. 218.—Clonmel Parochial Endowments.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

August 30, 1894.

Stated attendance of the Judicial Commissioners this day.

A further letter, as drafted, was directed to be sent to Messrs. M'Neill and Williams as to the Kirkpatrick Endowment, Scheme No. 204.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 3, 1894.

Meeting of the Judicial Commissioners held this day.

The revised Scheme for the Kilmeague School was considered and amended.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

September 17, 1894.

Meeting of the Judicial Commissioners.

The revised Scheme for the Kilmeague School was considered and passed, and duly signed by the Judicial Commissioners,

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 2, 1894

Stated attendance of Judicial Commissioners held this day.

Present :—Lord Justice FITZGIBBON.

A notice of the Public Sitting to be held with regard to the Erasmus Smith's Endowments on October 22, was prepared, and ordered to be submitted to Judge O'Brien for his approval, and to be sent out to all parties interested.

Letters, as drafted, were ordered to be written to James Moran, as to Scheme No. 203, for Tullycavey School, and to W. J. Bigger, Esq., as to Gortnessy School, included in the Scheme for the Endowments of Glendermot Presbytery.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 11, 1894.

Meeting of the Judicial Commissioners held this day.

Mr. C. Ryan was appointed Shorthand writer for the Public Sitting to be held on the 22nd inst.

Scheme No. 125, for the Charlton Endowment, was revised on the lines agreed to by the Full Commission on August 2, 1894.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 22, 1894.

Meeting of the Judicial Commissioners held this day.

Scheme No. 125, for the Charlton Charity, was duly signed.

Scheme No. 203, for the Tullycavey School, was finally revised and ordered to be brought up for signature on the 29th inst.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

October 29, 1894.

Meeting of the Judicial Commissioners held this day.

Scheme No. 203, for the Tullycavey School and the Allen Endowment, was duly signed.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

December 18, 1894.

Meeting of the Judicial Commissioners held this day.

The following Schemes, which had been revised after consideration of the Objections thereto, were considered, approved, and signed by the Judicial Commissioners :—

No. 204.—The Kirkpatrick Endowments, Larne.
No. 211.—Gwyn's Charitable Institution and the Young Endowment—Amending Scheme.
No. 219.—Parochial Schools of St. Nicholas Without and St. Luke, Dublin.

Adjourned.

GERALD FITZGIBBON.

N. D. Murphy, Secretary.

PART IV.

MINUTES OF THE ASSISTANT COMMISSIONERS.

October 4, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter was read from the Rev. R. Wallace, asking for a Scheme for the Presbytery of Templepatrick. A reply, as drafted, was ordered to be sent, and it was agreed that a Scheme for the Templepatrick Presbytery should be added to the list for publication in November.

The plan to be submitted to the Lord Lieutenant, for the Inspection of Schools sharing in Endowments dealt with under Schemes framed by the Commission, was further considered.

Adjourned.

ANTHONY TRAILL.
October 17, 1892.

Fredk. Redmond, Assistant Secretary.

October 17, 1892.

Meeting of the Assistant Commissioners held this day at the Offices, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The present condition of the Draft Schemes fixed for publication in November was considered.

The Assistant Secretary was directed to prepare a list of all possible Endowments which might be dealt with under Schemes framed by the Commissioners.

Adjourned.

GERALD MOLLOY,
October 26, 1892.

Fredk. Redmond, Assistant Secretary.

October 26, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL.

Minutes of preceding meeting were read and confirmed.

The Assistant Secretary submitted two lists of Endowments:—

(1.) A list of Endowments for which it is probable Schemes will be required; and
(2.) A list of Endowments for which it is possible Schemes may be required.

These lists were considered by the Assistant Commissioners, and certain directions relating thereto were given.

Adjourned.

H. B. WILSON,
November 2, 1892.

Fredk. Redmond, Assistant Secretary.

November 2, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter, as drafted, was ordered to be sent to the Rev. Robert Wallace, of Templepatrick, in regard to the Schedule of the Scheme for Templepatrick Presbytery.

The Heads of a Scheme for Chetwode's and Stearne's Charity were submitted by Dr. Traill, considered and approved.

Adjourned.

ANTHONY TRAILL,
November 9, 1892.

Fredk. Redmond, Assistant Secretary.

November 9, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter was read from Messrs. Crawford and Lockhart, Solicitors, in relation to the M'Gowan Endowment, County Down, and it was ordered that further search should be made for the Will of John M'Gowan, the founder of the Endowment.

Adjourned.

H. B. WILSON,
November 12, 1892.

Fredk. Redmond, Assistant Secretary.

November 12, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The circumstances of the M'Gildowney Bequest, which is payable to the Teacher of Ballyvoy National School, County Antrim, were considered, and it was agreed to report to the Full Commission that the Assistant Commissioners do not consider it necessary to draft a Scheme for the future management of the Endowment, as the object of the Founder is sufficiently carried out by the present application of the Bequest.

Adjourned.

ANTHONY TRAILL,
November 16, 1892.

Fredk. Redmond, Assistant Secretary.

November 16, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Scheme for Chetwode's and Stearne's Charity was considered, amended, and finally passed.

Adjourned.

GERALD MOLLOY,
November 18, 1892.

Fredk. Redmond, Assistant Secretary.

November 18, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for the M'Gowan Endowment was considered and amended.

Adjourned.

H. B. WILSON,
November 23, 1892.

Fredk. Redmond, Assistant Secretary.

November 23, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter was read from Samuel Cunningham, of the North East Agricultural Association, in relation to the framing of a Scheme for that Association.

A reply, as drafted, was ordered to be sent.

A Public Sitting of the Commission to inquire into the Kilmeague Endowment, County Kildare, was provisionally arranged, to be held at Kilmeague on Saturday, December 10, instant.

The Draft Scheme for the Rathmines Township Sunday and Daily Schools was considered, amended, and passed.

Adjourned.

ANTHONY TRAILL,
November 25, 1892.

Fredk. Redmond, Assistant Secretary.

November 25, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The case of the Drummond Institution was under consideration, and Dr. Traill undertook to bring up a report to the Full Commission, with a view to their arriving at a decision as to whether a Draft Scheme ought to be proceeded with or not.

Adjourned.

H. B. WILSON,
November 30, 1892.

Fredk. Redmond, Assistant Secretary.

November 26, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

A letter was read from the Rev. J. F. Cole, as to the Endowment connected with the Portarlington Free School.

Dr. Traill submitted the heads of a Draft Scheme for the future management of the Endowment, which were discussed and agreed to.

The names of the first Governors representing the Subscribers to the Rathmines Sunday and Daily Schools were submitted and agreed to.

Adjourned.

H. B. WILSON,
November 30, 1892.

Fredk. Redmond, Assistant Secretary.

November 30, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of the two preceding meetings were read and confirmed.

The subject of the Estimates for the Commission for the year 1893–1894 was discussed, and a memorandum thereon was drafted to be submitted to the Full Commission.

Adjourned.

ANTHONY TRAILL,
December 2, 1892.

Fredk. Redmond, Assistant Secretary.

December 2, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for the Rathmines Township Sunday and Daily Schools was considered, amended, and passed.

Monday, December 19, was provisionally fixed as the date of publication of the next batch of Schemes.

Adjourned.

H. B. WILSON,
December 7, 1892.

Fredk. Redmond, Assistant Secretary.

December 7, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The revised Draft Scheme for the M'Gowan Endowment, County Down, was considered and passed.

A Report on the application for a Supplemental Scheme for the Alexandra College and Alexandra School was submitted by Monsignor Molloy, and it was agreed that it would be desirable to ask Dean Dickinson and Mr. W. G. Brooke, as representatives of the College Council, to meet the Full Commission on Saturday, the 10th instant, at 12 o'clock, at the Office of the Commission.

Adjourned.

GERALD MOLLOY,
December 9, 1892.

Fredk. Redmond, Assistant Secretary.

December 9, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for Portarlington Free School was considered, amended, and passed.

Adjourned.

ANTHONY TRAILL,
December 14, 1892.

Fredk. Redmond, Assistant Secretary.

December 14, 1892.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for Carrickmacross Endowed School was considered, amended, and passed.

Adjourned.

Fredk. Redmond, Assistant Secretary.

January 11, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. Traill, Dr. Wilson.

The suggestions made at the Public Sitting held on Tuesday, January 10, in relation to the Draft Scheme for the United Dioceses of Dublin, Glendalough, and Kildare (Scheme No. 147), and "The Parochial Schools of the City of Dublin" (Scheme No. 158) were discussed, and directions were given for drafting a Revised Scheme.

The Heads of a Scheme for Edwards' School, Castlederg, were submitted and considered.

Adjourned.

H. B. Wilson,
January 14, 1893.

Fredk. Redmond, Assistant Secretary.

January 14, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. Traill, Dr. Wilson.

Minutes of the two preceding meetings were read and confirmed.

Surgeon W. I. Wheeler attended and conferred with the Assistant Commissioners in relation to the Draft Scheme for "The Kilmeague School and Perceval Endowment" (Scheme No. 131).

The changes in the Draft Scheme for John Sharp's Endowment, Ballycastle (Scheme No. 122), already agreed to, were directed to be carried out, and it was ordered that the Scheme should be printed in the revised form and submitted for signature to the Judicial Commissioners.

The Heads of a Scheme for the Edwards' School, Castlederg, were further considered and agreed to.

Adjourned.

Anthony Traill,
January 18, 1893.

Fredk. Redmond, Assistant Secretary.

January 18, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

Certain suggestions as to the amendment of the Draft Scheme for Chetwode's and Stearne's Charity (Scheme No. 159), which had been lodged in the office by Archdeacon Nugent, were considered, and it was agreed to submit certain recommendations thereon for the consideration of the Judicial Commissioners.

Adjourned.

H. B. Wilson,
January 20, 1893.

Fredk. Redmond, Assistant Secretary.

January 20, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

Certain extracts from the Minutes of the Gwyn Governors, the Young Governors, and the Gwyn and Young Governors, relating to the questions at issue between the Governors, were considered, and referred, with a Report thereon, for the consideration of the Full Commission.

Adjourned.

ANTHONY TRAILL,
January 25, 1893.

Fredk. Redmond, Assistant Secretary.

January 25, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for Edwards' School, Castlederg, was considered, amended, and passed.

A Draft Amending Scheme for Alexandra College and Alexandra School, Dublin, was brought up for consideration by Monsignor Molloy, passed and ordered to be printed.

Adjourned.

GERALD MOLLOY,
January 27, 1893.

Fredk. Redmond, Assistant Secretary.

January 27, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Schemes for the Presbyteries of Glendermot and Strabane were considered and passed.

Reports on the following Endowments were brought up by the Assistant Secretary and considered by the Commissioners:—

(1.) Chapellier's Marriage Portions, Kilkenny.
(2.) Quinn's Charity, Tramore and Waterford.
(3.) Robert Browne's Apprenticeship Fund, Carlow.

With regard to Chapellier's Marriage Portions, it was decided to refer the matter to the Full Commission, Dr. Traill being of opinion that it is desirable to frame a Scheme for the Endowment, and a letter, as drafted, was directed to be sent to the Lord Bishop of Ossory, asking for information as to the application of the Endowment.

In the case of Quinn's Charity, it was agreed to report to the Full Commission that, in the opinion of the Assistant Commissioners, no Scheme is required for the Endowment.

Browne's Apprenticeship Fund, Carlow:—In this case it was decided to report on the facts that, in the opinion of the Assistant Commissioners, a Scheme for the future management of the Endowment is required, and the Assistant Secretary was directed to write, in terms as drafted, to the present Trustees of the Endowment.

Adjourned.

H. B. WILSON,
February 3, 1893.

Fredk. Redmond, Assistant Secretary.

February 1, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

The Draft Scheme for Alexandra College and Alexandra School, Dublin (Amending Scheme), was considered and passed.

The Will of Sir Richard Levinge, by which the Levinge Charity was founded, was brought up by the Assistant Secretary, considered, and reserved for further consideration by the Full Commission.

The Will of Viscount Netterville, under which the Dowth Almshouse, County Meath, was established, was brought up by the Assistant Secretary, and directions were given for further inquiries as to the person who receives the Endowment, and the manner in which it is administered.

Adjourned.

H. B. WILSON,
February 3, 1893.

Fredk. Redmond, Assistant Secretary.

February 3, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of the two preceding meetings were read and confirmed.

A letter was read from the North East Agricultural Association asking for a Scheme for that Association, and submitting the Heads of the proposed Scheme.

After full consideration it was agreed to reserve for the Full Commission the decision of the question whether or not a Scheme should be prepared on the lines suggested.

A letter was read from Rev. J. M'Laurin, LL.D., asking for a Scheme for Cabragh School, Mullabrack, and it was provisionally settled that a Public Inquiry should be held at Mullabrack, to take evidence as to the condition of the School, towards the end of March.

Adjourned.

ANTHONY TRAILL,
February 9, 1893.

Fredk. Redmond, Assistant Secretary.

February 9, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Amending Scheme for Swords Borough Schools was submitted by Dr. Molloy, discussed, and ordered to be printed.

Adjourned.

H. B. WILSON,
February 10, 1893.

Fredk. Redmond, Assistant Secretary.

February 10, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Amending Scheme for Belfast Natural History and Philosophical Society (Scheme No. 118), was considered and passed.

It was agreed that the following batch of Schemes should be published on February 28:—

Original Schemes:—

Parsons Persse Endowment, County Galway.
The Presbytery of Omagh.
The Presbytery of Donegal.

Amending Schemes:—

Swords Borough Schools (Scheme No. 1).
Baltimore Fishery School (Scheme No. 38).
Belfast Natural History and Philosophical Society (Scheme No. 118).
The Parochial Schools of the Diocese of Armagh (Scheme No. 88).
The Parochial Schools of the Diocese of Meath (Scheme No. 55).
The Methodist Female Orphan School (Scheme No. 4).

Adjourned.

GERALD MOLLOY,
February 15, 1893.

Fredk. Redmond, Assistant Secretary.

February 13, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for Parsons Persse's Endowment, County Galway, was considered and passed, subject to some questions reserved for the Full Commission.

A letter, as drafted, was ordered to be sent to Messrs. Armstrong and Mahon, the present Agents of the Persse Estates in County Galway, asking for certain information in regard to those Estates.

Adjourned.

ANTHONY TRAILL,
February 17, 1893.

Fredk. Redmond, Assistant Secretary.

February 17, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The following Draft Amending Schemes were considered and passed:—

Baltimore Fishery School.
The Parochial Schools of the Diocese of Armagh.
Swords Borough Schools.

The Draft Amending Scheme for the Methodist Female Orphan School was considered, amended, and a letter, as drafted, relating thereto, was ordered to be sent to the Rev. Wallace M'Mullen.

Adjourned.

GERALD MOLLOY.
February 22, 1893.

Fredk. Redmond, Assistant Secretary

February 22, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for the Presbytery of Donegal was considered and passed.

The Assistant Secretary presented a report on the Luke Burne Endowment, Templeboy, County Sligo, and it was agreed, on the facts disclosed therein, that the Endowment is exempt from the compulsory powers of the Commission, and a letter to that effect was drafted and ordered to be sent to the Rev. John Melvin, Parish Priest of Templeboy.

Adjourned.

H. B. WILSON,
February 24, 1893.

Fredk. Redmond, Assistant Secretary.

February 24, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The present condition of the Draft Schemes to be published on February 28 was considered.

The Draft Schemes for Omagh Presbytery and for Parsons Persse's Endowment, County Galway, were considered and passed.

Letters from the Rev. George M'Clenaghan, St. Peters, Athlone, relative to the Ardkeenan Endowment, were considered, and it was agreed to report to the Full Commission that, in the opinion of the Assistant Commissioners, the Ardkeenan Endowment should, if possible, be dealt with in the Amending Scheme for the Diocese of Meath.

Adjourned.

ANTHONY TRAILL,
March 4, 1893.

Fredk. Redmond, Assistant Secretary.

March 2, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

The Draft of a Scheme for Browne's Apprenticeship Fund, County Carlow, was submitted by Dr. Traill, considered, and ordered to be printed.

Adjourned.

ANTHONY TRAILL,
March 4, 1893.

Fredk. Redmond, Assistant Secretary.

March 4, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of two preceding meetings were read and confirmed.

The Draft Scheme for The Mason Blue School, Waterford, was considered, amended, and passed, subject to a question reserved for the consideration of the Full Commission.

The Draft Amending Scheme for the Currie School, Belfast, was considered and passed.

Adjourned.

H. B. WILSON,
March, 9, 1893.

Fredk. Redmond, Assistant Secretary.

March 9, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

A letter was read from Rev. James G. FitzGerald, Incumbent of Connor, in regard to Cromkill School, and the Heads of a Draft Scheme for the School were discussed and agreed to.

The Draft Scheme for Stratford Lodge Schools, Baltinglass, was considered, amended, and passed.

Adjourned.

Anthony Traill,
March 11, 1893.

Fredk. Redmond, Assistant Secretary.

March 11, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

The Draft Amending Scheme for Morgan's School, Castleknock, was considered and passed.

The Draft Scheme for Browne's Apprenticeship Fund, Carlow, was considered and passed.

Adjourned.

Gerald Molloy,
March 15, 1893.

Fredk. Redmond, Assistant Secretary.

March 14, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

The following Draft Schemes were considered and passed:—

The Presbytery of Armagh.
The Presbytery of Dublin (Amending Scheme).
The Presbytery of Banbridge (Amending Scheme).

The Draft Scheme for The Cusack Apprenticeship Fund, Athboy, was considered and passed, subject to revision by Dr. Traill.

Adjourned.

Anthony Traill,
March 16, 1893.

Fredk. Redmond, Assistant Secretary.

March 16, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill.

Minutes of preceding meeting were read and confirmed.

An application for an Amending Scheme for Sullivan's Schools, Holywood, was considered, and it was agreed that an Amending Scheme should be prepared.

The Draft Scheme for Rathfriland Presbytery, and the Draft Amending Scheme for the Robertson Endowments, were considered and passed.

Adjourned.

Gerald Molloy,
March 24, 1893.

Fredk. Redmond, Assistant Secretary.

March 24, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A question in connection with the drafting of the Scheme for Cromkill School was considered, and reserved for decision by the Full Commission.

Adjourned.

H B. WILSON,
April 5, 1893.

Fredk. Redmond, Assistant Secretary.

March 25, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

The Draft Scheme for Glenarm Parochial School was considered, amended, and passed.

Adjourned.

H. B. WILSON,
April 5, 1893.

Fredk. Redmond, Assistant Secretary.

April 5, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Minutes of the two preceding meetings were read and confirmed.

The Draft Scheme for Belfast Presbytery was considered and passed, subject to revision by Dr. Wilson.

Adjourned.

GERALD MOLLOY,
April 12, 1893.

Fredk. Redmond, Acting Secretary.

April 12, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for Cromkill National School was considered, amended, and passed.

The case of Cabragh School, Mullabrack, was considered, and a letter, as drafted, was directed to be sent to the Rev. J. H. M'Laurin, LL.D., Rector of Mullabrack.

Adjourned.

H. B. WILSON,
April 14, 1893.

Fredk. Redmond, Acting Secretary.

April 14, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for the Presbytery of Down was considered and passed.

Adjourned.

GERALD MOLLOY,
April 21, 1893

Fredk. Redmond, Acting Secretary.

April 21, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The present condition of the Draft Schemes listed for publication on April 29 was considered.

Adjourned.

H. B. WILSON,
April 26, 1893.

Fredk. Redmond, Acting Secretary.

April 26, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for the Damer Male and Female Schools, St. Stephen's Green, Dublin, was considered, amended, and passed.

The Draft Scheme for the School for Educating the Daughters of the Irish Clergy, Dublin, was considered and passed.

Adjourned.

GERALD MOLLOY,
May 3, 1893.

Fredk. Redmond, Acting Secretary.

April 28, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

The Draft Scheme for Tullycavey School, Grey Abbey, and the Allen Endowment, was considered and passed, subject to a question reserved for the consideration of the Full Commission.

The Draft Amending Scheme for the Brown Street Sunday and Daily Schools, Belfast, was considered and passed.

Adjourned.

GERALD MOLLOY,
May 3, 1893.

Fredk. Redmond, Acting Secretary.

May 3, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The circumstances of the Kirkpatrick Endowment, Larne, were discussed; the Heads of a Scheme were submitted by Dr. Wilson, considered, and agreed to; and a letter, as drafted, in relation thereto, was ordered to be sent to Messrs. M'Neill and Williams, the Solicitors instructed to apply for a Scheme.

Adjourned.

ANTHONY TRAILL,
May 5, 1893.

Fredk. Redmond, Acting Secretary.

May 5, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

A letter was read from the Rev. J. M'Laurin, as to the Cabragh School, Mullabrack, and a reply, as drafted, was ordered to be sent.

The Heads of a Scheme for the above named School were submitted by Dr. Traill, considered and passed.

The information supplied by the Athlone Presbytery, with a view to the preparation of a Scheme for their Endowments, was considered, and a letter, as drafted, was ordered to be sent to the Clerk of the Synod.

The application of the North East Agricultural Association for a Scheme, and the correspondence relating thereto, were considered, and it was agreed to report to the Full Commission as follows:—

> That this Association is a purely Agricultural Association, and that their object in coming to this Commission is to obtain a Charter for their Body; that, although they propose to qualify for incorporation by allocating a sum of £100, or £10 per year for Agricultural Education, this does not seem to bring them within the scope of this Commission.

Adjourned.

H. B. Wilson,
May 12, 1893.

Fredk. Redmond, Acting Secretary.

May 12, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for the Kirkpatrick Endowments, Larne, was considered, amended, and passed.

The Draft Amending Scheme for Joseph Brown's Endowment, Ards, was considered and passed.

Adjourned.

Anthony Traill,
May 17, 1893.

Fredk. Redmond, Acting Secretary.

May 17, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor Molloy, Dr. Traill, Dr. Wilson.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for Cabragh School, Mullabrack, was considered, amended, and passed.

A letter was read from the Rev. W. M'Endoo, submitting the name of a Governor to act on the Board of the above School.

Adjourned.

Gerald Molloy,
May 19, 1893.

Fredk. Redmond, Acting Secretary.

May 19, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

A letter was read from Rev. J. H. M'Laurin, submitting the name of a Governor to act on the Board for the Cabragh School and the M'Creight Endowment.

The circumstances of the North East Agricultural Association were discussed, and the principles on which a Draft Scheme for that Association should be prepared, were submitted by Monsignor Molloy and considered.

Adjourned.

H. B. WILSON,
May 27, 1893.

Fredk. Redmond, Acting Secretary.

May 27, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Heads of the proposed Draft Scheme for the North East Agricultural Association were considered and revised, and a letter, as drafted, was directed to be sent to the Secretary.

Adjourned.

ANTHONY TRAILL,
June 2, 1893

Fredk. Redmond, Acting Secretary.

June 2, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Scheme for the North East Agricultural Association was under consideration, and Monsignor Molloy reported that he had had an interview with the Secretary of the Association, at which the details of the proposed Scheme were finally settled.

Adjourned.

GERALD MOLLOY,
June 9, 1893.

Fredk. Redmond, Acting Secretary.

June 9, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL.

Minutes of preceding meeting read and confirmed.

The Draft of a Scheme for the North East Agricultural Association was considered, passed, and ordered to be printed.

The suggestions for the amendment of the Draft Scheme for Ballintoy School were considered.

Adjourned.

H. B WILSON,
June 14, 1893.

Fredk. Redmond, Acting Secretary.

June 14, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft of a Scheme for the Parochial Schools of the City of Dublin, and the Diocese of Dublin, Glendalough, and Kildare was submitted, considered, and ordered to be printed.

The Draft Scheme for Athlone Presbytery was considered and passed.

Adjourned.

ANTHONY TRAILL,
June 16, 1893.

Fredk. Redmond, Acting Secretary.

June 16, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The revised Scheme for Ballintoy Parochial School was considered and directed to be sent to the Judicial Commissioners.

Adjourned.

H. B. WILSON,
June 21, 1893.

Fredk. Redmond, Acting Secretary.

June 21, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Draft Scheme for the North East Agricultural Association was considered, amended, and passed.

Adjourned.

ANTHONY TRAILL,
June 23, 1893.

Fredk. Redmond, Acting Secretary.

June 23, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Revised Draft Scheme for the Parochial Schools of the City of Dublin, and the United Dioceses of Dublin, Glendalough, and Kildare, was considered, amended, and ordered to be printed in the amended form.

Adjourned.

H. B. WILSON,
June 28, 1893.

Fredk. Redmond, Acting Secretary.

June 28, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Revised Scheme for the Parochial Schools of the City of Dublin, and the United Dioceses of Dublin, Glendalough, and Kildare, was considered, amended, and passed.

ANTHONY TRAILL,
June 30, 1893.

Fredk. Redmond, Acting Secretary.

June 30, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting were read and confirmed.

The Objections and suggested Amendments sent in by Messrs. Reid on behalf of First Derry Presbyterian Congregation, with reference to the Draft Scheme, No. 146, dealing with the Endowments of that Congregation, were considered, and certain rulings were made thereon to be submitted to the Judicial Commissioners.

A letter, as drafted, was directed to be sent to the Messrs. Reid with reference to the Schedule of the Scheme.

Adjourned.

GERALD MOLLOY,

Fredk. Redmond, Acting Secretary. August 11, 1893.

August 2, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

The following Schemes and the Objections thereto were considered, and reports thereon were prepared for the Full Commission:—

No. 61. Larne Grammar School.
No. 113. Urith Paul Endowment.
No. 71. Strabane Academy.
No. 125. The Charlton Charity.
No. 85. The Carysfort Royal School Endowment.
No. 211. Gwyn's Charitable Institution and Joseph Young's Charity.

The application for a Scheme for the Luke Burne Endowment, Templeboy, and the subsequent correspondence relating thereto, were under consideration, and a memorandum thereon was prepared for the Full Commission.

The case of the Clonmel Charitable School was considered, and a letter in relation thereto was directed to be sent to the Rev. Latham C. Warren, Rector of Clonmel.

Adjourned.

GERALD MOLLOY,

Fredk. Redmond, Acting Secretary. August 11, 1893.

August 4, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

The Draft Schemes for the following Endowments and the Objections thereto were considered, and reports thereon were prepared for the Full Commission:—

No. 62. The Munster Dairy School and Agricultural Institute.
No. 134. The Lyons Endowment, Loughrea.
No. 190. The Stratford Lodge Schools, Baltinglass.

Adjourned.

GERALD MOLLOY,

Fredk. Redmond, Acting Secretary. August 11, 1893.

August 11, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Minutes of three preceding meetings read and confirmed.

The following Draft Schemes were considered and passed:—

The Incorporated Society for promoting Protestant Schools in Ireland.
St. Peter's Schools and Leeson Street Infant School, Dublin. Supplemental Scheme.
The Endowments of and belonging to Congregations under the care of the Presbytery of Dromore. Amending Scheme.
Gwyn's Charitable Institution and Joseph Young's Charity. Amending Scheme.
The Parochial Schools of the Diocese of Meath, and other Endowments in the said Diocese; and the Ardkeenan Endowment for the Protestant Poor of Athlone.

Adjourned.

H. B. WILSON,

Fredk. Redmond, Acting Secretary. October 6, 1893.

October 4, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

The Schemes referred by the Judicial Commissioners for the Observations of the Assistant Commissioners were under consideration, and certain directions were given as to the following Schemes:—

No. 192. Glenarm Parochial School.
No. 95. The Leamy Endowments.
No. 206. The North East Agricultural Association.
No. 200. The Damer Unitarian Schools.

Adjourned.

GERALD MOLLOY,
October 10, 1893.

Fredk. Redmond, Acting Secretary.

October 6, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. WILSON.

Minutes of meeting of August 11 were read and confirmed.

Observations prepared by Monsignor Molloy for the assistance of the Judicial Commissioners on the following Schemes were submitted and agreed to:—

No. 192. The Glenarm Parochial School.
No. 200. The Damer Unitarian Schools.
No. 206. The North East Agricultural Association.

Adjourned.

GERALD MOLLOY,
October 10, 1893.

Fredk. Redmond, Acting Secretary.

October 10, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of the two preceding meetings were read and confirmed.

Suggestions prepared by Dr. Traill for the revision of Scheme No. 163, Lord Weymouth's Grammar School, Carrickmacross, were submitted and agreed to.

Suggestions prepared by Dr. Wilson for the revision of Scheme No. 205, The Cabragh School and M'Creight Endowment, were submitted, amended, and passed.

Adjourned.

ANTHONY TRAILL,
October 11, 1893.

Fredk. Redmond, Acting Secretary.

October 11, 1893.

Meeting of the Assistant Commissioners held this day at the Office, 23, Nassau Street, Dublin.

Present:—Monsignor MOLLOY, Dr. TRAILL, Dr. WILSON.

Minutes of preceding meeting read and confirmed.

The Observations prepared by Monsignor Molloy for the Privy Council on the Objections to the Revised Scheme for the Leamy Endowments were read and considered.

The Objections and suggested Amendments to the Scheme for the Kirkpatrick Endowment, Larne (Scheme No. 204), were considered, and a memorandum thereon was prepared for the assistance of the Judicial Commissioners on the revision of the Scheme.

Adjourned.

October 13, 1893.

Fredk. Redmond, Acting Secretary.

EDUCATIONAL ENDOWMENTS (IRELAND) COMMISSION.

1892-93.

APPENDIX A.

MINUTES OF EVIDENCE.

PUBLIC SITTING—WEDNESDAY, OCTOBER 19, 1892.

Oct. 19, 1892.

At the Four Courts, Dublin.

Present:—The Right Hon. Lord Justice FITZGIBBON and the Right Hon. Mr. Justice O'BRIEN, Judicial Commissioners; and the Right Rev. GERALD MOLLOY, D.D., D.SC., ANTHONY TRAILL, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. WILSON, D.D., Assistant Commissioners.

N. D. MURPHY, M.A., Secretary, and F. REDMOND, B.A., Assistant Secretary, were in attendance.

SCHEME No. 144—ERASMUS SMITH'S ENDOWMENTS (OBJECTIONS AND AMENDMENTS.)

Edward Carson, Q.C., M.P., *George Wright*, Q.C., and *W. M. Jellett*, Barrister-at-Law (instructed by Messrs. *Maunsell and Sons*, Solicitors), appeared for the Governors of the Schools founded by Erasmus Smith, Esquire.

W. H. Dodd, Q.C., and *S. L. Brown*, Barrister-at-Law (instructed by *James Henry*, Solicitor), appeared for the Intermediate Education Committee of the General Assembly of the Presbyterian Church.

C. L. Matheson, Q.C. (instructed by *J. H. Nunn*, Solicitor), appeared for the Provost, Fellows, and Scholars of Trinity College, Dublin.

W. M. Jellett, Barrister-at-Law (instructed by *J. H. Nunn*, Solicitor), appeared for the Governors of the Hospital and Free School of King Charles II., Dublin.

Rev. *David Humphrys*, C.C., appeared in person on behalf of the Children of the Tenants of Erasmus Smith's Estates in Limerick and Tipperary.

Rev. *W. Nicholas*, D.D., appeared on behalf of the Methodist Conference.

Rev. *L. P. T. Ledoux*, Incumbent of Calry, appeared in person on behalf of the Children of the Protestant Tenants of Erasmus Smith's Estate in Sligo.

1. Lord Justice FITZGIBBON.—Following the course which we have taken hitherto, in the exercise of our powers under the "Educational Endowments Act, 1885," we have appointed this sitting under the 22nd section of our Act as a public inquiry, concerning the subject matter of the Draft Scheme which has been published for the future management of the Educational Endowment founded by Erasmus Smith. Under that section, in all important or controversial cases, we have held our inquiries collectively; but our functions will become divided at the conclusion of the present inquiry, because the 23rd section provides that after the holding of this inquiry the Judicial Commissioners shall proceed to consider the objections which have been made to the Draft Scheme, and any amendments proposed therein, and thereupon they shall, if they think fit, frame a Scheme in such form as they shall think expedient, and submit it for the approval of the Lord Lieutenant in Council. There is also a provision applicable in the present case, that when a Draft Scheme has been submitted by the governing body of an endowment, before the publication of our Draft Scheme by us, such Scheme must, if required, go along with ours before the Lord Lieutenant in Council. It is, therefore, to be understood, that while, during the present inquiry, we have the assistance of the full body of the Commission, the responsibility devolves exclusively upon my judicial colleague and myself afterwards to consider what is to be done, and, if we think fit, to frame a Scheme in such form as we think expedient, and submit it for the approval of the Lord Lieutenant in Council. No Scheme can be submitted, unless it is signed by both the Judicial Commissioners; and, if we do not both think it expedient to settle any Scheme, or if we are unable to agree that any particular Scheme is expedient, the result would appear to be the negative one of leaving matters as they are. With a view to shortening the consideration of what, in any view, is a complicated subject, I shall follow the precedent of the case of the Royal Schools, by stating, as shortly as I can, and with as few controversial remarks as possible, the facts of the case, the history of the Draft Scheme, the objections made and the amendments proposed; and, lastly, the course which we propose to follow at the present inquiry.

I do not pretend to state all the facts fully. I shall endeavour to state the more important matters as they have presented themselves to us; if there is anything that the parties desire to supplement, they will kindly do so; and above all, if there is any matter as to which we are under any misapprehension, we wish it to be corrected.

With the exception of one small rent-charge, which appears to be held upon a special trust for a school at Ardee, all the property now administered by the Governors of Erasmus Smith's Schools is, I believe, derived from Erasmus Smith himself.

Erasmus Smith appears to have been an Alderman of the city of London. We have done all we could to trace the history of the founder, as well as of the endowment; and we have even got a copy of his will, which has not appeared among the published papers before. We have endeavoured also to trace

Oct. 19, 1892.

the estates which were granted to him in the time of the Commonwealth. He got grants of forfeited lands, very much larger in extent than the lands given for the charitable purposes of his foundation; and in referring to his estates, in the documents of foundation, he speaks, not merely of those lands which form the *corpus* of the endowment for the schools, but also of considerable tracts which were his own private property, and which now include, among others, the Derby and Smith-Barry estates.

The origin of the foundation appears to be a Deed of 1657, three years before the Restoration, indicating a desire to build and maintain four schools for the children of poor tenants on his estates, and for the children of other poor persons, for the maintenance at the University of such of the children of the tenants as might be considered fit for University education, and, after them, for children to be selected by the trustees, pupils of the schools having the preference. He also made provision limited to a small proportion of the fund even as it then existed, that when the income should reach £300 a year, about one-eighth of that sum might be devoted to establishing four "English schools," and he fixed the salaries of the masters of those schools, but they appear to have been only a secondary object. The main object of the endowment, so far as the character of the education was concerned, appears perfectly clear. It was a "Grammar School foundation," for giving education superior to that given in ordinary Primary Schools; it was to be directed to fit the pupils to join the University; and from the commencement, he made provision for assisting pupils who had gone to the University to complete their course there. I may repeat an observation which we have made from time to time with reference to similar endowments, that since this foundation originated, vast provision has been made by the State for Primary Education, out of all proportion to what has been made for Intermediate or University Education: therefore, instead of there being now any motive to divert endowments from Intermediate or University Education to Primary Education, the necessities of the present time would appear to indicate that the course should be the opposite.

Nothing was done under the Deed of 1657. The circumstances of the country, probably, account for that. At all events, nothing was done until after the Restoration, when, in 1667, the first Patent was granted to Erasmus Smith by Charles the Second. That Patent put a rent-charge on the property for Christ's Hospital, London, an institution in which the founder was interested. It gave power to maintain four English schools; it made provision for apprenticing pupils to Protestant masters, and it provided for establishing three Grammar Schools. The number was reduced from that contemplated by the Deed of 1657. Erasmus Smith seems to have at one time had an idea of founding five, at another time four; but finally the number was reduced to three. In this first Charter, Galway was fixed as the locality of one of the Grammar Schools. The Charter provides that the residue of the rents and profits should go to provide Exhibitions for poor students in the University of Dublin who had been educated in his own Schools, or, failing those, for other poor students to be nominated by his trustees, a preference to be given to the children of tenants on his lands.

I now merely give the history of the foundation, apart from the denominational question. The Charter of 1667 was supplemented, rather than altered, by a subsequent Charter of 1669, which is the principal Charter, and took the place of the documents that had gone before, which are now of use only so far as they throw light on the intentions of the founder. By the Charter of 1669, the localities of the three Grammar Schools were fixed, at Drogheda, Galway, and Tipperary. Those towns appear to have been chosen with regard to the localities of the estates of Erasmus Smith. His main estates were near each other in the counties of Limerick and Tipperary, but he had also considerable property in Galway; and he appears to have had some property near Drogheda, but the particulars of that are not so clear as of the others. Provision was made for the management of the schools, and a clause was inserted which, in my experience, is without parallel; although it was a Royal Charter, certain rules laid down by Erasmus Smith himself were incorporated with it, and special provision was made that, so long as Erasmus Smith lived, he was to be the *dominus* of the whole affair, and whatever rules he chose to lay down during his lifetime were to possess the force of the Charter itself, and were not to be changed by the trustees after his death. That fact becomes important in connection with another branch of our inquiry. The date of the second Charter was 1669; Erasmus Smith exercised his power of framing fundamental rules, and lived until 1691. He therefore lived from the first foundation under the Commonwealth through the whole of the reigns of Charles the Second and of James the Second, he survived the Revolution, he lived under William and Mary, and he did not die till 1691. During all that time he appears, by the minute books of the Governors, to have been in constant communication with them, and to have taken an active part in the appointment of Masters and the regulation of the Schools, and in endeavouring to carry out the intentions which he himself had formed, and which he had got, first the Commonwealth, and then from the King, to assist him in putting them into execution.

The first great change in the application of the property was made under a statute of 1723, upon which some questions arise. It removed the restriction upon the foundation of English schools. There had also been a provision in the Charter of 1669, that when the rents exceeded a certain sum the Governors might found a Hebrew or other lectureship in Trinity College. The Act of 1723 made provision for three junior fellowships and two additional lectureships, and contained a number of elaborate provisions for exhibitions for poor students in Trinity College. A question may arise upon that, as regards the clause in our Act, which excepts from the power of the Commission any endowment belonging to, or administered by, or in the gift of, the University of Dublin or Trinity College. On consideration of that matter, we thought that the property which the Act of 1723 definitely allocated to Trinity College, and placed under the control of the Governing Body of the University, fell within that exception, and therefore we have not purported to deal with it. But a great deal more than the amount so fixed by the Act has been and still is paid to Trinity College, and as regards the additional amount a question may arise. The Exhibitions have been increased in value and number, and certain other payments have been made; at present about £600 a year is paid over to Trinity College. It at one time ran as high as £750, at other times it was as low as £500 a year. It has been from time to time varied by the Governors. There are also provisions in the Act which indicate that the objects of this additional bounty were to be selected by the Governors, but from the evidence of the Vice-Chancellor in 1880, the duty of selecting the Exhibitioners seems to have been deputed, as it were, by the Governors to the Governing Body of Trinity College, with a power to vary the provision, as appears in the University Calendar. The question, therefore, will be whether these additional payments out of the endowment "belong to" or are "administered by," or are "in the gift of" the University of Dublin; if not, they will, with the rest of the endowment, be subject to the Scheme. There is in this Act of 1723 a further provision, under which a considerable amount is now expended. The Governors, having no boarding school in Dublin of their own, entered into an arrangement with the Governors of the Bluecoat Hospital to send twenty pupils to that school. Substantially the terms of the agreement were that they were to pay a *pro rata* pro-

portion of the entire expense of that school. That agreement was ratified by the Act of Parliament; and provision was made that, if the income of the endowment should fall off, the payments to Christ's Hospital, London, the Junior Fellows of Trinity College, and the Bluecoat Hospital, should not be diminished.

Until 1833 the chief officer of the Governors, the Treasurer, though a member of the body, was paid the ordinary poundage of a receiver. By the next important document, a Charter of William IV., granted in 1833, the payments to the Treasurer were abolished, and the amount of his poundage was placed more at the discretion of the Board than any other portion of their fund, and was to be applied in such manner as the Board, from time to time, should appoint. One can easily conceive that an officer who had been at liberty to apply that money to his own purposes, would be in a position to say—"If I give up this, the Governors must be free to use it for the general object of their trust." It seems at first to have been largely applied to found English schools, and ultimately to found the Dublin High School.

I now come to the question of the formation of the Governing Body. The Governing Body originally consisted, and still consists, partly of *ex-officio* and partly of co-opted members. Substantially about one-fifth have been *ex-officio*, and the remainder co-opted —the total number being between thirty and forty. The actual work, however, has devolved upon those who have attended more regularly, who form a standing Committee, which practically manages the affairs of the body. Some portions of the lands have been sold, for railways and the like, but I believe the money funds which the Governors possess represent either lands of Erasmus Smith, or accumulation of rents, chiefly the Treasurer's poundage. They have also the buildings of the three original Grammar Schools, and of a fourth School founded in 1773 at Ennis, but recently discontinued. They also acquired a school in Brunswick Street, Dublin, in the early part of this century, which is better than a Primary School, though rather a Commercial than a Grammar School; and in 1862 they founded a High School in Harcourt Street, chiefly with money derived from the Treasurer's poundage. It appears from the report of the Commission in 1880 that there were some difficulties as to the legality of that foundation, which were got over by applying the Treasurer's poundage to the establishment of that School. It has become a very important and efficient School, with some 300 pupils, and is now doing a large educational work, but seems to be almost entirely self-supporting, and no longer draws any very large sum from the endowment.

The income of the endowment appears to have varied very much from time to time. In the early years it seems to have been about £600 a year, no inconsiderable sum for those days, but it afterwards greatly increased. In 1854 it appears to have amounted to about £8,000 a year; in 1880 it was about £7,000, and in the year ending May, 1891, it was £6,983, of which £6,109 was derived from rents, and the rest from interest on moneys.

The expenditure in 1891 consisted, first, of the payments to Christ's Hospital, to Trinity College, and to King's Hospital. The payment to King's Hospital was about £800—£40 a year for each of the twenty pupils maintained there. The expenditure on the Grammar Schools, including Harcourt Street, with the Commercial School in Brunswick Street, amounted to £1,697. Having visited all the Grammar Schools, we were struck with the small amount of money that reached them from the endowment; and I think that observation is to some extent confirmed by the figures which I have given, which show that the five Schools got under £400 a piece on an average. The next item of expenditure was £1,669—practically the same amount, upon the English schools. Those English schools originated from the four English schools for which Erasmus Smith allocated only a small and defined portion of his property, but to which the Act of 1723 enabled the Governors to apply an indefinite amount. I need not go through the reports of previous Commissions which give the history of those English schools. A great multiplication of them took place at the time of the great contest between the National Board system and the Church Education system; at one time the Governors maintained no less than 140 English schools, in the interest of "Church Education," as against the National Board. In 1880 the number had been reduced to, I think, 102. The Vice-Chancellor then gave evidence as to the mode in which the reduction had taken place. The necessity for reduction had arisen from the diminution which had occurred in the income of the Board, and a saving was sought to be effected by discontinuing the expenditure upon such English schools as were in a position to take advantage of grants from the National Board. The Governors put pressure—I think it came to that—upon the managers of those schools to join the National Board, and thereby to relieve the endowment. Whatever may be the fate of the present Scheme, I hope that the figures which I now propose to give will be considered worthy of the attention of the Governors. There were 102 "English Schools" in 1879; the number is now reduced to forty-three. From the Reports of the National Board and of the Governors of the Erasmus Smith's schools, we have traced the fortunes of as many as we could of the schools that were deprived of the Erasmus Smith grants, and transferred to the National Board; and the results are certainly very startling. We have identified thirty-eight schools, as to which we can state the number of pupils, and the amount of the expenditure in 1879, when they were Erasmus Smith Schools, and in 1889, when they were National Board Schools. In 1879, in those thirty-eight schools, there were 2,225 children. In 1889, in the same thirty-eight schools, some of which had only recently become National Schools, there were 3,810 children. Therefore, on the withdrawal of the grants from the Erasmus Smith Endowment, and the substitution of the National Board grants, the number of pupils increased by seventy-one per cent.; and that increase was chiefly in the smallest schools, schools that might have been kept on because, in the words of the Vice-Chancellor, they were not in a position to take full advantage of the National Board grants, but the moment they did take advantage of them, they ceased to have any difficulty at all. We find such numbers as twenty-six increasing to eighty-five, twenty to seventy-two, thirty to eighty-four, and so on; it is in the largest schools that the proportion of increase is least. Now, how does the matter stand as regards money? In 1879, for those thirty-eight schools, the Erasmus Smith grants amounted in all to £1,039 11*s.* 1*d.* That was only 9*s.* 4*d.* per head upon the children then in those schools, about half what the National Board would consider a sufficient capitation grant. To the same thirty-eight schools, in 1889, the National Board, presumably not wasting the public money, made grants amounting in all to £3,277 3*s.* 2*d.*, being 17*s.* 2*d.* per head on the increased number of 3,810 children. Therefore, while the number of pupils increased by seventy-one per cent. on the withdrawal of the endowment, the amount of money expended upon the schools more than trebled. There are seven other schools which we are able to add so as to compare the expenditure, but we have not the number of pupils. Adding these, the total amount spent in 1879 by the Governors of Erasmus Smith on forty-five schools was £1,229 9*s.* 8*d.*; and on those same forty-five schools the National Board expended, in 1889, £4,108 16*s.* 11*d.*

Oct. 19.

The *Vice Chancellor.*—Perhaps I may be pardoned for one moment. As a matter of fact, in considering those figures, it should be taken into account that the Board has always required that one

Oct. 19, 1892.

third of the expense of every English school should be paid from local sources.

2. Lord Justice FitzGibbon.—I am aware of that. But the figures I have given are only the amounts paid, while the schools were in connection with the Erasmus Smith Board, out of the Erasmus Smith fund; and since they joined the National Board, out of the public funds only. Both Boards require a portion of the expense to be contributed from local sources, and I have left out the local aid in both cases, so that the figures represent accurately the expenditure on the schools, while under the two Boards, as being £1,229 from the funds of Erasmus Smith, and £4,108 from the public funds, administered by the National Board.

The *Vice-Chancellor*.—But you should increase the £1,229 by one half in order to take into account the amount contributed by local aid, so that the actual expenditure was over £1,800.

3. Lord Justice FitzGibbon.—If I did that I should also increase the amount expended on the schools when under the National Board, by adding the sum contributed as local aid; but even adding the third, the capitation outlay on the Erasmus Smith schools will be only about 12*s*. per head, and the National Board grant alone is about 17*s*. Since 1889 two great changes have been made in the National Board system. In the first place, full grants are now made to schools having a smaller number of pupils than before, and the limit for salaries is reduced to twenty; in the second place, there has been a large increase in the capitation allowance to schools having from ten to twenty pupils, and the results fees have been also raised. The upshot of the matter is that the impression upon the minds of all of us is that, wherever it is possible, these English schools should be withdrawn from the Erasmus Smith endowment, and placed under the National Board; because not only will a saving be effected to the Erasmus Smith fund, but experience shows that the number of pupils will be increased, and that, even in the smallest schools, a larger amount of money will be applied to teach them. We are anxious to put forward that view forcibly, because we are all distinctly of opinion that the £1,669 a year, which at present is paid out of the Erasmus Smith fund for English Schools, is money to which the words of our Act of Parliament emphatically apply, and that its usefulness can be best extended by taking it away from the purpose to which it is at present applied, and applying it to the other purposes which Erasmus Smith had first and chiefly in his mind, namely, Intermediate and Technical Education, and the instruction of pupils intended for the University.

The remaining item of expenditure is the expenses of the Governors' house, salaries and office expenses, about £800 a year.

Now, these are the endowments, the schools, and the expenditure with which we have to deal. The Report of the Commission of 1854-8 finds that the management of the schools was, at that time, not at all satisfactory. I need not go further into that Report than to say that the amount of the income then was larger than now, that the character of the Schools was discussed, and the Commission placed them in the category of "Exclusive Schools," Schools which belonged exclusively to one denomination, and that the management was not then satisfactory. The next inquiry was in 1879-1880, and the result is summed up at page 82 of the Report of the Commission of 1879-80. The Report states that some improvements were effected since 1858, and that since the appointment of the Vice-Chancellor as Treasurer, in 1862, most of the defects noticed had, to a great extent, been removed. That is a strong testimony to the way in which the Vice-Chancellor has devoted himself to the work of managing the endowment; and to the assiduity with which he has attended to every detail.

We took the matter up in 1886; and on the 11th of March in that year we held a Public Inquiry in Dublin, upon notice not only to the Governors but also to all those who, throughout the work of this Commission, have represented the claims of all religious denominations, and to the other parties who have appeared before us from time to time. The Vice-Chancellor gave evidence as to the state of the Endowment and of the schools, and we adjourned the matter until May 19, 1886. The proceedings of March 11, 1886, will be found on page 101 of our Report for 1885-1886, and those of May 19, 1886, at page 289 of the same volume. On the latter occasion Mr. Carton, Q.C., and Mr. Bodkin appeared for the Catholic Head Masters' Association, Mr. Shaw for the Intermediate Education Committee of the General Assembly of the Presbyterian Church in Ireland, Dr. Webb, Q.C., for the Wesleyan Methodists, and the Rev. S. J. Whitmee for the Congregationalists. Mr. Carton put before us the Roman Catholic views—we heard Mr. Shaw, Dr. Webb, and Mr. Whitmee; the Vice-Chancellor gave us further evidence, and we then proceeded, as in other cases, to visit the Schools before setting about the preparation of any Draft Scheme. In October, 1886, we went to Drogheda. We saw the Drogheda School, examined the Master, and received a memorial from the Roman Catholic inhabitants of Ardee. In the following year we went to Ennis, and on October 12, 1887, we had before us the representatives of the inhabitants who presented a memorial urging that the Ennis School might be continued. On October 13, 1887, we went to Tipperary, held an inquiry at the School there, and examined the master. The Rev. Mr. Humphreys, the Roman Catholic curate of the parish, appeared at that inquiry. He stated that he had not at that time looked into the history of the endowment, but he afterwards furnished us with a full printed statement of his views which we have now before us. In 1888 we went to Sligo, where a representative of the tenants of the Erasmus Smith estates, Mr. Clarke, appeared, and stated their views upon the matter, and called our attention to the alleged grievance that an Erasmus Smith's school which had formerly existed there had been discontinued. On October 12, 1888, we went to Galway; we received a memorial; and we heard statements from a clergyman, and from a solicitor, Mr. M'Donagh, who represented the Roman Catholic inhabitants, and from the Presbyterian clergyman of the place.

We then set about preparing the Draft Scheme, and in our Report for 1889–1890 the first stage of the preparation of the Scheme appears at page xxxii. On November 9th, 1889, the principles of a Draft Scheme were discussed, and the Secretary was directed to prepare a Draft Scheme upon the following basis:—

"1. That it is an endowment of private foundation, and therefore the Scheme must have regard to the founder's intentions. 2. That in the opinion of the majority of the Commissioners, having regard to those intentions, the Governing Body should be exclusively Protestant, subject to a question to be further discussed as to the admission of various denominations of Protestants to the Governing Body."

The Secretary proceeded with the preparation of the Draft until further action was stayed under the circumstances stated at page xliii. of the same report, under date January 14, 1890.

"On proceeding in October last to consider the case of Erasmus Smith's Endowments, both the Judicial Commissioners were of opinion—subject to the result of any further discussion which might take place on the public hearing of objections to the Draft Scheme when published—that the Endowments in question were of private origin; that it was the intention of the founder that the Schools, and their government should be Protestant in their character, and that the Draft Scheme should be settled on this basis. The Rev. Dr. Molloy, one of the Assistant Commissioners, did not think that the Endowments should be treated by the Commission as intended exclusively for the benefit of Protestants. The Judicial Commissioners

also found that there was another vital question in connection with the Endowments, viz., whether the Governing Body of the Endowments was to consist exclusively of members of the late Established Church, and it appeared certain that this question would give rise to objections, which should be heard and determined by the Judicial Commissioners. Under these circumstances Lord Justice Naish, who found himself, from ill-health, unable to continue to act on the Commission, considered that he ought not to proceed further with the settlement of the Draft Scheme, as he would not be able to take part in the determination of any matter of objection, nor in the final settlement of the Scheme. He, therefore, felt that it would be more proper to leave the entire matter to be disposed of, and the Scheme to be finally settled by the Commissioners who would have charge of it all through. The consideration of the Scheme was therefore adjourned."

On January 21, 1890, my lamented colleague resigned. The memorandum and the minutes which I have read were embodied in our Report to the Lord Lieutenant, dated November 15, 1890, and we stated then, (page vi.)—

"The consideration of the Draft Scheme was, therefore, adjourned, and the necessity for the full consideration by Mr. Justice O'Brien of the voluminous documents and evidence relating to these Endowments, with the pressure of our other business, has hitherto prevented us from resuming the consideration of the matter."

We subsequently resumed it, and the result is stated in our Report for 1890-91, pages iv. and liii. The Minute on which the present Draft Scheme has been prepared is to be found on page liii. it is dated February 6, 1891 :—

"The principles on which a Scheme should be prepared for Erasmus Smith Endowments were discussed. The following resolution was moved by Mr. Justice O'Brien, and seconded by Professor Dougherty :—'That a Draft Scheme be prepared on the basis of a neutral or mixed Governing Body to manage the Endowments, and of the benefits of the Endowments being available for all denominations without any religious test.' The following amendment was moved by Lord Justice FitzGibbon, and seconded by Dr. Traill :—'That due regard to the spirit of the founder's intentions requires the constitution of the Governing Body to be exclusively Protestant.'"

This amendment is in the very terms of the minute of November 9, 1889, but on February 6, 1891, it was negatived, and

"The original resolution was adopted by the majority of the Commission, Lord Justice FitzGibbon and Dr. Traill voting for the amendment and against the resolution. Dr. Molloy, while assenting to the resolution that a Draft Scheme should be prepared on the basis proposed by Mr. Justice O'Brien, stated that he did not think this the most satisfactory basis of a Scheme, but that it was less open to objection than the alternative proposal."

The Draft Scheme has since been prepared on the basis of that resolution, and is the subject matter of the present inquiry. It has been accompanied by a memorandum explaining the provisions of the Scheme, and also by a statement of my reasons for adhering to the resolution previously come to, with observations by Dr. Molloy and Dr. Traill upon the Scheme itself. The Scheme has now been met by seventeen sets of objections, the order of hearing which it will be well to settle.

The first and main question is that of religion ; and substantially that question arises, as well with regard to the religion of the pupils as also with regard to that of the Governing Body. The existing Governing Body lodged a Scheme at the commencement of our proceedings, in which they proposed that as soon as the existing *ex-officio* Governors should drop off, the body should be constituted of certain *ex-officio* and co-opted members, all of whom should be members of the Church of Ireland. The Standing Committee of the General Synod of the Church of Ireland, and certain Diocesan Synods, have also lodged objections, substantially taking the same view, and all these objections appear to raise one contention, namely, that none but members of the Church of Ireland should be on the Governing Body. The most opposite contention is that which would throw the schools and the Governing Body open to all denominations, and that view is put forward in one objection which we have received, the objection of the Rev. Mr. Humphreys, the Roman Catholic curate of Tipperary, who has sent in, with his objection, detailed suggestions as to what he thinks would make a satisfactory Scheme. That objection, therefore, seems to raise the vital question as regards the religion of the Governors in the shape which it is most convenient to discuss after the Governors' proposal.

The next objection in logical order is that of the Protestant denominations other than the Church of Ireland, who contend that all Protestants, but Protestants only, are within the intention of the founder. While, of course, you all see, from what I have read, that the inchoate conclusions that we came to in 1889, when the Commission was differently constituted, have fallen to the ground, I must say that as regards this question, there never was even any inchoate conclusion; and while we have sought and invite information which, in any view of the case, would be important, further evidence is much needed on this particular question, namely, evidence as to the constitution of the Governing Body from time to time, especially during the founder's lifetime, and as to the light thrown by Erasmus Smith himself upon his intentions with regard to the matter, *e.g.* in his directions as to Catechisms, his choice of Trustees, and the like. Those are the objections that appear to go to the root of the matter, and to the whole of the Scheme, as regards the formation of the Governing Body, and those in the ordinary course we should hear first. We always hear the Governing Body first, then the objectors, and lastly we give the Governing Body a right of reply, and the present case will be no exception.

There are several other objections, and they may be taken in the order of their importance. There is, first, the objection of the authorities of Trinity College. They claim that the whole amount hitherto received shall be assured to them, and shall continue to be paid to them as a matter of right. There is a fixed sum to which the claim of the College is clear. As to the residue, the difficulty in the way of the objectors is, first, that the amount has, from time to time, been varied by the Erasmus Smith Governors; and, secondly, that the power of administration appears to have been vested in the Governors, although they have left the distribution of the fund in the hands of Trinity College. In that question, I may say, I take a personal interest. Certainly the money has not gone to poor scholars, children of tenants of the Erasmus Smith estates, nor altogether to poor scholars at all; and furthermore, it has not gone to poor scholars *in statu pupillari*. I myself, after taking my degree, discovered for the first time that I was in receipt of an Erasmus Smith endowment, when I received the Bursar's cheque ; and that history repeats itself, and that the same system is in existence still, a reference to the present list of Erasmus Smith Exhibitioners appears to indicate. According to the intention of Erasmus Smith, the money ought to be given to those University students who are poor, and who are pursuing their studies ; and it ought not to be given to any who have independent means, or who have completed their University education.

The next objection is that of the Governors of King's Hospital. We have some difficulty in defining their legal position. There is no agreement binding the Erasmus Smith Governors to send any pupils to King's Hospital. If, for example, they thought they were not getting value for the £40 a year which they pay for each pupil, or that the teaching was not as good as it ought to be for that amount, I do not see that they would be bound to send any pupils. Again, it would appear that there is no profit arising out of the agreement to King's Hospital,

Oct. 19, 1892.

for the payments are ascertained by dividing the total expenditure by the number of pupils so that there is no profit except so far as a school with twenty more boys can be more profitably managed than a school with twenty less. The question for us is whether this is really an endowment of King's Hospital. We are in a little difficulty about that institution. The Governors claim to be outside our jurisdiction and excepted from our statute; and for reasons only known to themselves, they have taken a course not adopted by any other body in Ireland, and "sat upon" their title deeds; we have not yet been put in a position, as we have been in every other case, to form an opinion how the matter stands. Of course, the question whether they are exempt or not from our jurisdiction is one upon which we could form no conclusion that would bind them, but we have had to form an opinion upon it in every case before proceeding, and the unexampled course taken by the Governors has hitherto prevented us from deciding whether they are exempt or not. But recently they have offered their evidence for investigation, and we are in course of examining it. Meantime we have no reason to suppose that they are not exempt, and whether they are so or not cannot affect our consideration of the questions as to the amount payable to them from the Erasmus Smith Endowment. As to that, the questions will be whether it is an endowment to King's Hospital, and if not, whether the money is best spent by being paid to King's Hospital under the existing agreement. Upon that point we shall be glad to receive evidence. Of course, upon this objection, the same religious question crops up, for King's Hospital claiming to be an exclusively Church of Ireland Institution, naturally supports the view that the endowment belongs to that denomination.

The inhabitants of Drogheda have an objection, and we have one from Ardee, apparently raised under the misapprehension that the Ardee school endowment was derived from Erasmus Smith. Then there are some objections from owners of vested interests. As regards the teachers of English schools, after what I have said, it will be seen what my view of the matter would be: that money might be well spent to hasten the period when those schools should be put under the National Board, by making some reasonable provision by which teachers who have been employed in the English schools, and who from age or other reasons are unable to join the National Board, would be preserved from want.

The last objection is from the Senior Classical Master of the High School, and he has put in writing what has struck ourselves, that the amount of money actually spent upon the Grammar Schools is not at all as large as it might be, with advantage. He does not put strongly forward a claim for increased salaries; but he makes a case for an increase in the number of assistant masters, and for more liberal expenditure of money in improving the school appliances and the teaching. Many other schools possess better buildings and appliances than these schools, and if money could be spared from the other purposes to which the fund is now applied, I have no doubt that the Governors would go with Mr. Thompson in thinking that it might be well spent, not only upon the school in Harcourt Street, but upon other Grammar Schools. We think that all doubt as to the legality of the expenditure upon the High School in Harcourt Street ought to be settled one way or other; and that, if it be a legal mode of disposing of the endowment, the Governors should be relieved from the necessity of complicated arrangements to escape or evade legal difficulties.

These are the leading considerations which we have now before us. We wish, first, to hear the existing Governing Body, then the various objections, taking them in the order I have mentioned, first taking the Roman Catholic claim, then the Presbyterians, and then the Methodists, and afterwards the objections to details. I do not know how far the present inquiry will be assisted by those who have appeared on former occasions; but all parties who have at any time appeared before us have had notice of this inquiry, both through the public papers and through being on the list of those to whom notice of all our proceedings have been sent.

(Mr. *Carson*, Q.C., with Mr. *Jellett*, instructed by Messrs. *Maunsell and Son*.)—We appear on behalf of the existing Governors of Erasmus Smith's Schools, to object to the Draft Scheme. We contend that it is entirely erroneous, not merely as regards the question of religion, but also having regard to the fact that it gives the go-by to the Scheme which the Governors submitted to the Commission, which you were bound, under your Act of Parliament, to have taken notice of, and, as far as possible, to have adopted. The only meaning or object of giving the prior right to the Governors to put in a Scheme would be, that the Commission should pay some regard to the Scheme so put forward. That second question is not, of course, the most material; because if the Draft Scheme as at present constituted, is adopted, the present Governors would probably take very little interest in the second question, because they are of opinion, and I think anybody on slight consideration would also be of opinion, that the result would be to change what has been hitherto conducted as a Protestant institution, into one which would, eventually, become entirely Roman Catholic. It does seem strange, after more than 200 years of the administration of this as a Protestant charity, that this Commission, acting under an Act of Parliament, the object of which was merely to reorganize the Educational Endowments of Ireland, is to have power to change an administration which hitherto has been exclusively Protestant, into one which must, as events tend, become exclusively Roman Catholic. You have at present, upon the Books of your Commission, a resolution of two Judicial Commissioners, the late Lord Justice Naish and Lord Justice FitzGibbon, deciding, as a matter of law, upon the construction of the documents regulating this charity, and upon the construction of the Act of Parliament under which you are acting, that this was a Protestant institution. I do not find that, after that legal decision was come to, there was any further argument of the case, or any further evidence laid before you. That decision having been come to, and never, so far as I can see, at all events in express terms, rescinded by the Commission, apparently without further argument, another resolution was come to, entirely at variance with the one come to on the previous occasion, and determining that the Scheme should be settled, not upon the basis of the judgment of Lord Justice Naish and Lord Justice FitzGibbon ——

4. Lord Justice FitzGibbon.—I do not think you are at liberty to call it a judicial decision. It was an opinion, as to the basis upon which the Draft Scheme should be prepared; but I have always endeavoured to keep my mind open from anything like a judicial decision, until I have heard the arguments on the objections to the Draft Scheme. Any resolution previously come to, is an expression of our opinion; but you cannot rely upon it as a judicial decision.

Mr. *Carson*.—I rely upon it as a decision of the two Judicial Commissioners.

Mr. Justice O'Brien.—You may as well read it, as you put it in that way; read it, and see what it is.

Mr. *Carson*.—The importance of it is this, that as I understand the Act of Parliament, unless the two Judicial Commissioners agree in a Scheme the Scheme falls entirely to the ground.

5. Lord Justice FitzGibbon.—That does not apply to a Draft Scheme. We have frequently put forward

Draft Schemes which had not been agreed to by the two Judicial Commissioners, nor indeed agreed to at all, for the purpose of inviting discussion upon them.

6. Mr. Justice O'Brien.—Read the statement of Lord Justice Naish.

Mr. *Carson*.—This is the resolution of November 9th, 1889: "The principles of a Draft Scheme were discussed, and the Secretary was directed to prepare a Draft Scheme upon the following basis: (1.) That it is an Endowment of private foundation, and therefore the Scheme must have regard to the founder's intentions; (2.) that in the opinion of the majority of the Commissioners, including the two Judicial Commissioners, having regard to those intentions, the Governing Body should be exclusively Protestant, subject to a question to be further discussed as to the admission of various denominations of Protestants to the Governing Body." If language means anything the only question reserved was as to how this exclusively Protestant body was to be made up, whether Presbyterians and other Dissenters should be admitted upon it; but as to the vital question in the case, you came to a determination, after hearing argument, and in that determination the two Judicial Commissioners concurred, that this was to be, as it always has been, an exclusively Protestant body, and it does seem strange—I say so with great respect—that that decision having been come to, the first thing we find afterwards is that, when the Draft Scheme is published, instead of being in accordance with that decision, it is a wholly different Scheme, a Scheme providing for a mixed Governing Body, a Scheme which is practically unworkable, and which can have only one effect, namely, to hand over the institution to those who represent the Roman Catholic religion.

7. Mr. Justice O'Brien.—An alteration having taken place in the constitution of the Commission since the date of that Minute, how do you say, in point of law, that what you call the "resolution" could be carried out, the Commission being differently constituted?

Mr. *Carson*.—I submit that there must be some continuity in the proceedings of the Commission. Otherwise, as often as a new member was appointed, he would have a right to insist upon all that had been previously done by the Commission being re-opened.

8. Mr. Justice O'Brien.—The ultimate decision must rest with the Judicial Commissioners, upon the Scheme to be signed by them; and until their signatures are put to that Scheme there can be no legal decision. You are entirely wrong in the view you take of the law.

Mr. *Carson*.—That is where my argument comes in. If I am right in my construction of the Act of Parliament, the two Judicial Commissioners must agree as to the basis of the Scheme; and if they do not agree there can be no Scheme at all.

9. Monsignor Molloy.—You are quite justified in relying on the Minute of the 9th of November, as showing the opinion which the majority of the Commission at that time entertained; but it is a mistake to suppose that the Commission of the present day are bound to publish a Scheme in accordance with that opinion. That resolution was come to by the majority of the Commission then in existence, and they have the responsibility of it, and not the Commission as at present constituted. The memorandum read by Lord Justice FitzGibbon was inserted on the Minutes at the request of Lord Justice Naish, it being his wish, before retiring from the Commission, to leave on record what his opinion was at that time; but not with any view of binding the Commission as constituted afterwards, with regard to the Scheme which was to be published.

10. Lord Justice FitzGibbon.—Lord Justice Naish could not bind the Commission, and that Minute did not even bind himself if he had continued a member of it. I agree with you, Mr. Carson, that you are entitled to the advantage of Lord Justice Naish's opinion on a matter of law, as to which he was as competent to give an opinion, perhaps, as anybody; but I do not think you can push it any further than that. You are also right in saying that no Scheme can be sent on for the approval of the Lord Lieutenant in Council, unless the two Judicial Commissioners concur in it. But I entirely disclaim being bound by any directions given at the time of preparing a Draft Scheme. I may mention one case where a Draft Scheme was published, creating a mixed governing body in ignorance of a provision in one of the instruments of foundation; and when the deed was afterwards produced the Scheme was altered, and an exclusively denominational body was created. Every Draft Scheme is published for the purpose of being discussed, and it is only after objection and discussion that the final Scheme is decided upon by the Judicial Commissioners. Until then they are bound to give no decision. We must give directions for the preparation of our Draft Schemes; and you are entitled to say that it appeared three years ago to Lord Justice Naish and myself, that this endowment ought to be placed under a Protestant Governing body.

Oct. 19, 1892.

Mr. *Carson*.—Then I am at liberty now to argue the case as if neither the resolution in which Lord Justice Naish joined, nor the subsequent resolution which is at variance with it existed.

11. Lord Justice FitzGibbon.—Neither is of any binding force.

Mr. *Carson*.—Then, if there is no binding force in either of them, we must be here as if the thing were *res nova*.

12. Lord Justice FitzGibbon.—Your position is rather worse than that, for at one time you had the opinion of two Judicial Commissioners in your favour, but at present you have only one. You said just now that the first you heard of the change of opinion was when the Draft Scheme was published. We have always, throughout all our proceedings, let everybody know what we are doing. Every one of our proceedings is recorded in our Minutes, which are printed and published every year; and both those resolutions were published in our annual Report immediately after they were arrived at.

Mr. *Carson*.—I did not mean the observation in that sense. What I meant was, that so far as any proceeding by us could be taken, there was no opportunity of taking any step till we saw the Draft Scheme.

13. You are certainly entitled to deal with the Draft Scheme as being now, for the first time, placed before you.

Mr. *Carson*.—Of course I would much prefer to argue a case before a judge before he had made up his mind than afterwards.

14. Mr. Justice O'Brien.—Or before two judges, both of whom had made up their minds.

Mr. *Carson*.—Of course that makes it still stronger. I am brought in here with those resolutions already adopted, and on your Minutes; and I have to try to bring the mind of one of the Judicial Commissioners to a consideration of the case, he having himself proposed the resolution against which I have to contend. I think it would have been much more satisfactory, if I may respectfully say so, if before you came to that resolution, we had been allowed to argue it.

15. Lord Justice FitzGibbon.—It would be more satisfactory to you; but the other side might retort the remark if the first resolution stood alone. But it is unavoidable. We must give specific directions for the preparation of the Draft Schemes according to the view we take at the time. But when a Draft Scheme is published, we are bound, under the 23rd section, to hear objections to it, and to devote ourselves, with open minds, to the consideration whether it is right or not.

Mr. Justice O'Brien.—There was no opportunity of hearing the parties, nor was there any occasion to do it.

Oct. 29, 1892.

Mr. *Carson.*—Well, the resolutions, at all events, are there; and, of course, a great onus is cast upon counsel in endeavouring to argue a question before a judge who has already given an opinion.

16. Dr. TRAILL.—You have this fact also, that one of the Commissioners who has drawn the Scheme has disappeared from the Commission.

Mr. *Carson.*—That may be an advantage.

17. Mr. Justice O'BRIEN.—It is no advantage, I must say, but a great loss to the cause of education in this country.

Mr. *Carson.*—At the same time, it is, of course, an advantage to me that one of the Commissioners who decided against me is away. There is no reflection upon him in that, although I understand that originally he agreed with the view of Lord Justice Naish.

18. Mr. Justice O'BRIEN.—What is the use of going into those matters? One of the former Commissioners is gone; and another is dead. You have the present Commissioners here before you—argue the matter with them.

Mr. *Carson.*—I will endeavour to do so. Now, the first and broad question that I argue on behalf of the Governors is, that having regard to what we are able to ascertain were the founder's intentions, this is a Protestant institution. If I succeed in convincing you of that, the other is a narrower question, namely, whether the Governors ought to belong to one Protestant sect only, namely, the Disestablished Church. If you are against me on the question as between Protestant and Catholic, you must, *a fortiori*, be against me on the other question. Therefore, I think the most important question is the question of Roman Catholic and Protestant. Now I apprehend the real way to argue the question, having regard to the section of the Act of Parliament which says you are to have regard to the spirit of the founder's intentions, is to argue it as if it were a Scheme coming before the Court of Chancery, because all the cases lay down that the founder's intentions are to guide, and always have guided, the Court of Chancery in regulating a scheme. There are numerous settled rules of construction which regulate such cases as this. In many cases the Court has nothing to guide it, except the religion of the founder; and it has been laid down, over and over again, in cases where, under the documents creating the foundation, nothing but secular education has been indicated, that even the religion of the founder, in the absence of anything else, will be sufficient indication of intention. There has been an idea in the minds of some of the counsel who have argued the case on former occasions, and also on the part of some of the Commissioners, that it is necessary that you should have something on the face of the documents creating an educational charity, indicating that attached to the education, there was to be a religion of a particular class. I will argue the matter in the way most against myself, because I will contend strongly that, upon the documents in this case, there is that indication. I only say that it is an erroneous view that you should have, upon the face of the documents, something indicating the religion that was to be attached to the education. You are entitled to look at every act, every scrap of writing, every declaration outside the deed—you are entitled to look at the whole course of the life of the founder, and if necessary, for the purpose of ascertaining his intentions, with the view of seeing whether the charity is to be Protestant, Catholic, or otherwise, you are bound to see what the religion of the founder was. The whole course of his conduct, his writings, and his religion are to be taken into consideration if you can find nothing upon the face of the documents to ascertain his original intention. There can be no more fallacious method of attempting to get at the view the original founder had, then to say, as Dr. Molloy (with great respect to him) has said in his report:—"I feel satisfied that Erasmus Smith, if he were now living, would far rather give effect to 'the great and ardent desire he had, that the poor children inhabiting upon his lands in Ireland should be brought up in the fear of God and in good literature,' than by enforcing a religious test, which has proved so fruitless, exclude all these children, for ever, from the benefits of his Endowment." I will show you, on authority, that that is not the way in which the matter should be considered; that the question is not what, at the present time, after the lapse of two or three centuries, the founder might be supposed to do, if he were now to consider the matter. The question is, not what his wish would now be, but what his wish then was; and in order to arrive at that, the only safe guide, if you have nothing on the documents themselves, is to look at the course of his life, to what religious persuasion he belonged, and whether he has given any indication of what his views were likely to be, if he was to express them on the face of the deed; and if you are able to gather his intention in that way, you are bound to give effect to it, because you have what may be reasonably presumed to have been the intention, *quoad* religion, of the founder.

19. Monsignor MOLLOY.—The case to which I referred was, where the founder has expressed two intentions, which are afterwards found to be inconsistent with each other; then I say the question arises, which of these two intentions was predominant in his mind?

Mr. *Carson.*—The fallacy which lies at the root of that argument is that of supposing that if a man says, "I desire to educate a certain class of persons, provided they conform to the Protestant religion," there are two inconsistent objects. His object is one object—to hold out that inducement to them to adopt that religion.

20. Lord Justice FITZGIBBON.—The question is a very important one—what is the intention of which we have evidence? Is it an intention to educate the children of tenants, provided they become Protestants, or is it an intention to educate the children of his tenants as Protestants? The latter would be one mixed intention part of which had become impossible. Of course you are entitled to rely on the Chancery cases, some of which Lord Justice Naish and I had considered. But you must also bear in mind that we are sitting under a special Act of Parliament; and on that point there are cases on which we should like to have your assistance. In England there is a Commission very analogous to ours, and the Schemes go, on objection, before the Privy Council; by reason of their having, in England, a Judicial Committee of the Privy Council, which in Ireland we have not, those cases have got into the authorized reports, and judgments have been delivered by Lord Selborne and other judges, which throw light upon the bearing of Chancery decisions upon the exercise of special jurisdictions. One important case is reported in 9th Hare, upon the exercise of special jurisdiction under Romilly's Act; and it was decided there that it should be exercised identically in the same way as the Chancery jurisdiction. The same question has turned up in other cases on Schemes of the Endowed Schools Commissioners and Charity Commission. I should be glad if you notice those cases.

Mr. *Carson.*—I will. I observed those cases, and saw that they were of a good deal of importance. The next principle which seems to regulate the mode of arriving at a founder's intentions is to see what was done contemporaneously with the document. If we give the go-by entirely to contemporaneous history, in the construction of these documents, it would, in many cases, be impossible to conceive what the founders had in their minds when the documents were executed. In all cases you will find that, where there is nothing at variance between the contemporaneous construction put upon the document, and the document, that is, between the mode practically adopted in carrying out the Scheme, and the Scheme

itself, that is, an element in coming to the conclusion that the contemporaneous construction was the true one. That stands to common sense, especially in such a case as the present those, who, at that time, had the carrying out of the intention, knew the condition of things at the time, they were aware of the various attempts made to Protestantise the country, they knew the character of Erasmus Smith, and how far he would allow them to go in the exercise of their trust. He was there, if they went outside the trust, to compel them to keep within it; and, therefore, nothing can be more important, in a case of this kind, than to see what, from time to time, has been done under the trust. I submit that all along, as far as the evidence goes, from the time the Scheme became workable, it has been conducted as a Protestant foundation. under Protestant governors, with the limitations laid down by Erasmus Smith, not excluding from the schools any class of tenants, but compelling those tenants if they wished to take the benefits of the Scheme, to conform in certain ways to such formulæ as would practically compel them to adopt the Protestant religion. You will find one case in this country, which seems a most excellent authority upon all those different modes of getting at founders' intentions, a case which is, I think, much stronger than the present one. It is a case of the highest authority, decided by Sir Edward Sullivan in 1870, the Attorney-General *v.* Bishop of Limerick and others, that is the Hall's Charity case, Irish Reports, 5th Equity, page 403. The head note is this:—

"In the absence of express directions, the particular character of the religious instruction to be given in a charity school may be inferred from incidental expressions used in, and regulations prescribed by, the will of the founder, and early and long usage, if consistent with the instrument of endowment, ought to have great weight in determining the question of such instruction."

Nothing can be more important than that case, in which the date of the endowment was very near the time of the present endowment. In that case, Dr. Jeremy Hall, by his will in 1687, devised a house in Limerick, partly for an almshouse for aged men and women, and partly for schools for poor boys and poor girls, and expressed his intention, if he lived, to add to the house a chapel, and devote thereto £20, left to his hospital by the will of a clergyman of the Church of England. He gave certain annual sums for the support of the inmates of the almshouse and the scholars, and directed certain books to be bought, and directed every boy and girl, when leaving the school, to be given a copy of "The Whole Duty of Man," or some other of the books of devotion which he mentioned; but as long as the scholars were in the schools there was no direction that any particular religion was to be taught. There was no direction that any particular prayers were to be said, nor any restriction as to the religion of the children who went to the schools. It was urged by Mr. O'Hagan that the different books mentioned were such as Roman Catholics might not object to be presented with a copy of; and he dwelt strongly on the fact, which seems to have been dwelt upon in the present case in order to induce you to come to the conclusion that the object of Erasmus Smith was that the instruction should be secular, that there was no direction that any religion at all was to be taught in the schools; the only evidence being that certain books were to be presented to the scholars on leaving the institution. Mr. Lefroy argued the case on behalf of the Bishop of Limerick; and his argument was, to a great extent, that which I would submit in the present case, that, in the absence of other evidence, in the case of an institution founded and endowed by a Protestant, the Court should have regard to the religion of the founder. That is, I apprehend, a proposition which cannot be gainsaid by any lawyer. The persons appointed in that case to be the original managers of the institution were certain dignitaries of the Established Church, and the Mayor and Sheriffs of Limerick. It turned out that, at that time, the Mayor and Sheriffs happened to be Roman Catholics, and it was argued that they were put in as representative persons, and that there was no objection taken to the fact of their being Roman Catholics. Of course that makes the present case all the stronger. It was argued that the works prescribed for the use of the schools were all of a Protestant character. That contemporaneous usage might be resorted to in ascertaining the intentions of the testator appeared from Shore *v.* Wilson. The religion of the founder, and the character of the works prescribed for the use of the schools, the usage from the foundation of the charity, down to the year 1834, of appointing a paid chaplain for the institution, all concurred in stamping a Protestant character upon the charity. He then went into the question of the inconvenience of the managers of a charity being of a different religion from the beneficiaries of it, as being a sufficient reason for their removal; and he cited two cases, to one of which I will call attention before I sit down: but I do not think that, if you come to the conclusion that the intention of Erasmus Smith was to create a Protestant institution, this Commission, in framing a Scheme for the carrying of that intention, would insist on putting on the Board persons of a different religious persuasion, the effect of which might be that conflicts might arise in future times detrimental to the working of the charity. Now, in giving judgment in that case, Sir Edward Sullivan, after going through the various arguments, says:—

"The nature of all these books being, I think, clear beyond controversy, I think it would be a strange presumption to make that although the testator directed each scholar, when leaving the school, to be presented with some one of the books, he intended that the education in the schools should be silent as to the nature of those books, and the contents of them. It appears to me far more reasonable to think that the testator must have assumed that the instruction they should receive should fit them for reading and understanding those very books, and if he did, he must have intended that they should be taught the doctrines of the Church of England. It is true that he has not, in express terms, said that this should be done, but it is clear to me, on the language of the will, that he has indicated this very course of instruction in as strong and binding a manner as if he had stated it by the most direct and solemn injunction. A judge, sitting here, in the case of a Protestant, as well as any other charity, has a paramount duty to discharge,—to endeavour to discover the intentions of the testator; and if the court is satisfied that he intended that there should be teaching of a religious character in the institution, it is bound to carry it out regardless of the way such intention may work."

That is the proposition I submit here. I submit that you are bound to carry out the founder's intention, regardless how that intention may work. I am glad to be able to say that, in the present case it seems to have worked exceedingly well; but even if it did not, still I say the court would be bound to carry it out. Sir Edward Sullivan proceeds:—

"Lord Hatherly, in the case of the Chelmsford Grammar Schools, aptly says. 'This court is restrained (and it is a satisfaction to be so) by fixed rules, which render the court itself inaccessible to personal feeling on the subject, and which enable it to administer trusts, whether they be of a Wesleyan, Independent, Roman Catholic, or, now, of a Jewish institution, with the same strict regard to settled rules as must regulate it in the administration of trusts of any other species of property.' It has been much pressed upon me that this is a virtual exclusion of Roman Catholic children from the school."

I may mention that in that case the children were allowed to enter the schools without any test, but the education proposed to be given included instruction in Protestant books. He says:—

"I quite concur in this view, for although I do not think that the religion of a child can be any condition of its entrance or admission to this school, it is plain that Roman

Oct. 19, 1892.

Catholic children, intended to be reared in that faith, should no more attend a school in which the doctrine of the Church of England is part of the daily education, than a Protestant child should attend a school where the doctrines of the Roman Catholic Church were to be similarly taught. In the view I have taken of the will of the testator, I am strongly confirmed by the documents which turned up during the progress of the case, and which are in evidence. By those documents, going back a considerable way in the past century, it clearly appears that a chaplain was put down and paid as a regular officer of the establishment. The first document is a Rental of the Charity from Michaelmas, 1732 to 1736. The will, it will be remembered, was made in 1687. In the account of the disbursements is this item: 'September 29, 1736, paid seven quarters' salary to the steward, the clergyman, the schoolmaster and schoolmistress, and to sixteen men and women, at £31 5*s.* a quarter—£218 15*s.*' That would take us back to 1734, so that the Charity at that period paid a clergyman as one of the officers of the establishment. In the list of payments for 1733 I find these items: 'To the steward, £15, to the clergyman, £10, the schoolmaster, £10, the schoolmistress, £10, and poor men and women, £80.' There is also a very ancient document headed, 'An order for the 20th April, 1761, per Michael Nickson, Esq., trustee.' It states that 'the establishment, at Michaelmas, 1761, was as follows: No. 1, the Rev. Jaques Ingram, chaplain, &c.' The almost contemporaneous 'History of Limerick,' referred to at both sides during the argument, describes the Charity as Protestant. This user, perfectly consistent with the will itself, is, I think, of great importance, as showing that the view I have taken is correct, which view I was strongly inclined to adopt before I had seen those documents.'

The reason I dwell so much upon that, in the present case, is that it seems to me to have been very much pressed, when this matter was on for argument before, that although everything that was done in the case of this institution was done under the second Charter of Charles the Second, and the subsequent Acts of Parliament of George the Second and William the Fourth, counsel on behalf of the Governors were sought to be met by two or three sentences in the Deed of 1657, as if that was the real document founding the institution; and it was said "why didn't he state this?" and "why didn't he state that?" in that Deed. Our argument has, all through, been based upon the Charter, which is the real foundation of the charity, because I will show you that nothing was done under the Deed of 1657, and that there was practically a reversion of the property to Erasmus Smith, by reason of the Deed not having been acted on and a Charter obtained within the time mentioned in it. The Charter that was afterwards obtained gives the go-by to the Deed of 1657, and the Act of Parliament also gives the go-by to it. But, notwithstanding all that, and although all the cases show that the way to arrive at the intention is not to pin yourself to any one single document, but that you are to look at all the documents in the case, the entire argument at the other side goes back on this Deed of 1657, they are continually harping back upon it, because it is undoubtedly the most ambiguous document in the case. That was not the mode of construction adopted in the case of the Attorney-General *v.* the Bishop of Limerick. Sir Edward Sullivan based his judgment on every document he could get in relation to the charity, and laid stress upon what had been done in 1734, the charity itself having commenced in 1689. I care not what cases are referred to on this question of intention. Every one of them is in our favour. I defy any person who supports the Draft Scheme as admitting Roman Catholics to show me one single case, either in England or Ireland, which can in any way lead to the conclusion that as a matter of construction, you ought to infer that it was the founder's intention to have a mixed Governing Body, as is proposed to be done by the Scheme here. The case of the Attorney-General *v.* Bishop of Limerick appears to me to be one of great importance, because it is so very like the present case. There was no test of admission in the document creating the foundation; and it might just as well have been said there as here, that the primary object was education. The only object indicated was education. There was no evidence of any other object, except the founder's religion, the character of the books which he directed to be given to the scholars after they left the institution, and the usage that had grown up after the deed, so that it might just as well have been said there as here that the object was secular education.

21. Monsignor Molloy.—What is said here is that the primary object of the founder was the education of the children of the tenants on his estates.

Mr. *Carson*.—The primary object in the other case was the education of the people of Limerick. You cannot discriminate between two objects where one prevents the other. If a man says "I will give £100 a year for education, but the only persons I will give it to are such as will conform to the Protestant or Roman Catholic religion," how can you segregate one part of his object from the other? If you do you are going against his intention. If a man says "I will give £100 for education, in order that I may proselytise Catholics or Protestants," if you divide the intention, and give the £100 without requiring them to be Catholics or Protestants, you defeat his intention, because, instead of proselytising them, you assist the religion from which he wanted to proselytise them. The moment you allow children to come in, without requiring them to conform to the intention of the founder—which is an intention that may or may not commend itself to your mind—what you do is this: although there was, at all events, a secondary intention to proselytise the children, you give the go-by to that secondary intention, and so far from proselytising them you in fact pay them for not being proselytised. That is, in reality, what it comes to. The case of the Attorney-General *v.* Bishop of Limerick was a case in which there were no restrictions put upon the children who were to be admitted to the schools, there was nothing, on the face of the will, showing an intention to give anything but secular education, except what could be gathered from the fact that these books were to be given to the children when they had completed their education, and that they were of a Protestant nature. If I am right in my contention that this is the proper way to construe these documents, if I am right in saying that this is the proper way to arrive at the intention of the founder, then I will show you overwhelmingly, upon the documents and facts in the case, that there is not only a clear inference to be drawn as to Erasmus Smith's intention, but a clear indication of what was his object in founding these institutions. Let me now examine these documents, and if I take time in going through them, I ask you to remember that this is a matter which naturally excites a good deal of feeling, and is on both sides regarded as of vital importance. The Governors who have carried on this as a Protestant institution, feel strongly that in the proposed diversion of this property from the way in which it has been administered, a wrong will be done to the Protestants of Ireland, to whom they believe this money was originally given, for the purpose of promoting their religion. The first document was the Deed of 1657. This document seems to have been relied on as the most important in the argument at the other side, but to me it seems to be the document of least importance. In the first place, it was framed during the Commonwealth, when the Established Church was set at naught by the arbitrary will of that great man who usurped the British crown. But though he dealt with the English Church in the most arbitrary fashion, it is to be remembered that he never concerned himself about disestablishing or disendowing the Irish Church, or doing anything with regard to it.

22. Mr. Justice O'Brien.—He took a shorter way in this country: he shot them down; there was no necessity for disestablishing.

Mr. *Carson*.—In considering anything that was done under the Commonwealth, there is a passage in

Dr. Byrne's "History of the Church" which is very correct. He says :—

"Whatever was done under the Commonwealth, in relation to the Irish Church, was regarded as a mere exercise of arbitrary will, of no force or effect when the usurped authority had passed away."

Therefore, I say that this document of 1657, three years before the Restoration, is of the least avail in this case. You had then in Ireland a curious state of things. You had an Established Church, which had in 1634 practically adopted the 39 articles of the Church of England, and to a certain extent, therefore, became united with the Church of England. You had, under the Protector, an Established Church, not disestablished, but given the go-by to, and three years after this Deed, in 1660, when Charles the Second came to the throne, you had the original Established Church acknowledged and admitted as the Church of Ireland. The Charter was subsequent to that Deed. It, as well as the other documents, must be considered in reference to the existing state of things at the time, and there are numerous cases deciding that when you consider the effect of these old endowments, if you find an Established Church, you must come to the conclusion, unless there is something to show a contrary intention, that the object of the founder of such a charitable and educational institution as this was for the purpose of helping the work of the Church. A great deal of the argument upon the last occasion seemed to go in the contrary direction, and they seemed to say "unless you see on the face of the instrument that the education was to be according to the Established Church, you should conclude that he did not mean it to be according to the Established Church." I submit that the very opposite is the true way that the matter ought to be considered. That is of great importance in relation to the second branch of the argument, whether other branches of the Protestant religion are to be allowed on the Governing Body. The real way to look at it is, not to see whether on the face of the Deed, Erasmus Smith thought it necessary to express an intention that the teaching was to be in accordance with the Established Church, but whether he has expressed an intention to the contrary. Even if there was not, as I shall show you that there is, a clear expression of intention that the teaching should be in accordance with the Established Church, I say that if there is an Established Church, although in the Deed he says nothing about it, you should assume that he meant the institution to be carried out in accordance with it. In the Deed of 1657, there is certainly nothing the other way. All the original grantees were Protestants, and you will see, in a case which I shall presently cite, that great stress was laid upon that. Of course it may be said that at that time none but Protestants were allowed to be grantees. That was one of the arguments used on a former occasion, when this case was argued before you, that if Cromwell had found that any of the grantees were Roman Catholics, he would have forbidden it.

23. Mr. Justice O'Brien.—He would have made an example of them.

Mr. *Carson*.—Perhaps so; but it occurs to me to be a ridiculous argument to found upon that, that therefore you are not to attach any weight to the religion of the grantees; because, after all, there was no obligation upon Erasmus Smith to give his property to any person, and if he was satisfied, in a condition of things which only allowed him to make a grant to Protestants, voluntarily to give his property in that way, surely, instead of saying there is no argument to be founded upon that, it is the strongest argument you could have. Erasmus Smith says to himself—"The Government insist upon none but Protestant foundations; I am free either to give my money or to withhold it; I will give my money to a Protestant foundation." What stronger evidence can there be of intention to establish a Protestant foundation. It was a voluntary act upon his part, and to found an argument that there is no evidence of intention, because at that time no one but Protestants could be grantees, appears to be based on the assumption that there was an obligation upon Erasmus Smith to benefit Protestantism against his will, when he would rather have benefited the Roman Catholic, or some other religion. You have the fact that every one of the grantees in this Deed were Protestants. Next, you have the recital of "the great and ardent desire which he hath that the poor children inhabiting upon any part of his lands in Ireland, as hereinafter in and by these presents is expressed, should be brought up in the fear of God and good literature, and to speak the English tongue." That is the only indication of religion. I will show you, in a case in the House of Lords, that similar words to those, "in the fear of God," must be deemed the fear of God, having regard to the then state of the times. Oct. 19, 1892

24. Mr. Justice O'Brien.—There is a letter of Oliver Cromwell's, in which he tells one of his followers to "bring up his children in the fear of God, and to keep his powder dry."

Mr. *Carson*.—I submit that those words, "in the fear of God" express the intention that the children should be brought up in some religion; and that, when you find an intention that they should be brought up in some religion, and no particular religion specified, you must assume that he meant the religion which was the State religion at the time—namely, the Established Church. In Baker *v.* Lee, 8th Clark's House of Lords Cases, page 495, a school was founded at Ilminster, in the reign of Edward the Sixth, for the teaching of "literature and godly learning," or as it was elsewhere expressed in the deed, "godly learning and knowledge." I do not think there was any more efficacy in those words than in the words we have here, "in the fear of God." The deed in that case went on to direct that if, upon taking the accounts, in the October of each year, there should be, after providing for this purpose, any surplus, then the trust secondly was for repairing the highways, bridges, and watercourses of the parish. When the trustees were reduced to four they were to make up the number to 20 by appointing "other honest persons of the said parish of Ilminster." The only indication of the class of persons whom he wished to be his trustees was that they were to be "honest persons;" and I don't believe any particular sect of Protestants claim to be more honest than another. It appeared that for a period of 156 years Dissenters had been admitted with Churchmen to the management of the trust. The Master of the Rolls held that Dissenters, as such, were not excluded from being appointed trustees; but the Lords Justices reversed that decision, and declared that Dissenters ought not to be appointed. On appeal to the House of Lords, their lordships being equally divided, the order of the Lords Justices was affirmed. On reading the report, however, it will be seen that the division of opinion in the House of Lords was only with regard to the second branch of the trust, that for repairing highways, and that as far as the first branch of the trust was concerned, their lordships held that, although there was no further indication as to intention than that the teaching was to be "in literature and godly learning," or, as elsewhere expressed, "godly learning and knowledge," and that the trustees were to be "honest persons of the parish of Ilminster," still, having regard to the state of the law as it then existed, none but persons who were members of the Church of England could be appointed trustees, and the decision of the Lords Justices was affirmed.

25. Mr. Justice O'Brien.—That decision would lead you to a conclusion in which you should part company with Mr. Dodd's clients.

Mr. *Carson*.—That is one of the reasons I argue that the Deed of 1657 is not one of the instruments creating this foundation, and that it was superseded by the subsequent instruments; because I submit that,

Oct 19, 1892.

if the Deed of 1657 is out of the way Mr. Dodd's clients have not a word to say here.

26. Yes; but the Catechism of the Assembly of Divines is an ugly obstacle in your way.

Mr. *Carson.*—Except for this, that the moment Cromwell was got rid of, Erasmus Smith got rid of that Catechism, and substituted that of Archbishop Ussher.

27. No, he did not put in Ussher's Catechism; he uses a remarkable expression, "that his Majesty had commanded that Catechism to be used."

Mr. *Carson.*—If you look at the rules which Erasmus Smith himself drew up, I think you will see the reason why he went in for Ussher's Catechism.

28. Lord Justice FitzGibbon.—You had better keep out of Ussher's Catechism till you come to it. In the deed you are at present dealing with, he directed the Assembly of Divines Catechism. There is an interesting Irish case bearing on this point. The Unitarians seceded from the Presbyterians, and kept some property which had been left for Presbyterian uses; in Drummond *v.* Attorney-General, 2nd Clark's House of Lords Cases, you will find a decision, affirming Lord St. Leonards, that in departing from the Trinitarians they ceased to be "Protestant Dissenters" within the meaning of the trust. As I understand the decision it was that the term "Protestant Dissenters" was to be interpreted by its meaning at the time of the creation of the trust, and that, inasmuch as Unitarians did not then exist, they could not, on changing their views, claim any longer to hold Protestant dissenting opinions within the deed, and the House of Lords held that they could not.

Mr. *Carson.*—That would be a strong decision in my favour, in arguing on the effect of the Act of Uniformity, on another branch of the case.

29. I don't say that it is altogether in your favour, as between you and other Protestants, because the House of Lords held they were bound to see whether the people who professed those opinions came within the intentions of the original founder. I don't say that Erasmus Smith would have regarded persons professing the opinions of the Westminster Catechism as being out of the charity.

Mr *Carson.*—Except for his own act in changing it.

30. You will have to consider, in due time, why and how he changed it.

Mr. *Carson.*—I was citing Baker *v.* Lee upon the effect of the words of the deed.

31. And Drummond *v.* Attorney-General is an authority that you must consider what was the meaning of the words at the date of the instrument.

Mr. *Carson.*—That is also laid down in another case of great authority, the Attorney-General *v.* Sherborne Grammar School, 18th Beavan, page 256. The decision there was:—

"This Court has a further power and authority when the objects contemplated by the founder cannot be carried into effect, to direct the application of the revenues of the charity to promote objects in accordance with the spirit of the original foundation, the actual compliance with which has become impossible."

I quote the next ruling in that case, with great respect to Dr. Molloy—

"But it has no authority to vary the original foundation, and to apply the Charity estates in a manner which it conceives to be more beneficial to the public, or even such as the court may surmise that the founder would himself have contemplated, could he have foreseen the changes which have taken place by the lapse of time."

32. Monsignor Molloy.—Yes, but the passage you quoted from my memorandum was based upon the clearly expressed intention of the founder that the endowment should be applied for the education of the children of his tenants. I do not propose to apply the endowment to any other object, but simply to carry out this intention as far as possible. A difficulty arises from the fact that the founder had another intention, namely, that the children who were the objects of his bounty should be brought up as Protestants; and it being found impossible to carry out both intentions, we have to consider the question which of them is to be regarded as paramount.

Mr. *Carson.*—I have already endeavoured to show the Commission what the result would be if you give the go-by and decline to carry out the second branch of the intention which you admit existed. The result would be that you would give the money, which the founder intended to be used for proselytising the children of tenants, to assist those who refused to be proselytised. The next passage of the Deed of 1657 to which I shall call attention is the trust.

"To the intent and purpose that out of the rents issues and profits of the premises the said trustees their heirs and assigns, and the survivors or survivor of them and his heirs shall, in case the said Erasmus Smith do it not, procure and defray the charge of passing an Act of Parliament for the settling of the said lands and premises or otherwise to obtain licence from His Highness the Lord Protector under the Great Seal of England for incorporating themselves in succession and to retain the said lands and premises to them and their successors, notwithstanding the Statute of Mortmain, to the uses hereafter to be expressed. And after the said Act shall be passed or licence so obtained as aforesaid, and also before to the intent that out of the annual profits of the premises the said trustees and the survivors or survivor of them and his heirs or the said Corporation and their successors shall cause five school houses for the teaching of grammar and the original tongue, and to read, write, and cast accounts, to be built in the places following."

That is stated in the memorandum, and I think rightly, to mean five Grammar Schools. A good deal was said on previous occasions—it has been met by Lord Justice FitzGibbon—but some members of the Commission appear to have been struck with the idea that what Erasmus Smith had in his mind was Primary education. I will show you, on authority, that the term "Grammar School," or "school for the teaching of Grammar," has a well-known and defined meaning, not at all Primary education, but what we would now call "Intermediate education," including instruction in Latin, Greek, and other subjects which the children of poorer classes of tenants would probably not go in for at all; you will also find that there is nothing inconsistent in the institution of those Grammar Schools with pupils being also taken at a stipend. That has been laid down in case after case, to one of which I shall presently call attention, because there was some criticism on the last occasion founded on the fact that the Head Masters of the Grammar Schools were allowed to take stipends from some of the boys.

33. Dr. Traill.—Erasmus Smith himself provided for that.

Mr. *Carson.*—Yes; but I am now arguing the matter apart from his provision, that there is nothing inconsistent in that. The fact of these Schools being "for the teaching of grammar and the original tongue" so far from proving that the intention of the founder was Primary education, proves directly the contrary. He meant "Grammar Schools," an expression which had at that time, and still has, well-known signification, not at all meaning Primary schools, but Intermediate schools. The next important part of this Deed of 1657 is this:

"The intention of all parties to these presents is that the children of poor tenants inhabiting on the lands aforesaid and the children of such as are poor and lived by their labour are to be taught at the said Schools free and without paying anything for their teaching to the said Masters. And that such of the said tenants on the said lands their children as shall be made fit for the University or Trinity College near Dublin shall have out of the remainder of the said rents and profits of the said premises (as far as they will reach) the former charge first discharged the sum of £10 by the year for each of the said children so fitted for the first four years that such person shall be admitted into the said College of Dublin."

Now, no stress has been laid upon the fact that Trinity College, up to 1792, was an exclusively Protestant institution, into which Roman Catholics were not admitted.

34. Mr. Justice O'Brien.—With one short interval, during which it was managed by a priest as provost.

Mr. *Carson*.—When was that, my lord?

35. Immediately before 1692; and it was better managed then than ever before or since.

Mr. *Carson*.—I must leave Dr. Traill to deal with your lordship on that. Now, you have there, on the face of the Deed quite sufficient of itself to indicate the intention of the founder, and therefore, if it were necessary to refer to that Deed, it supports my contention in two ways: first, that the schools he intended were Grammar Schools; and, secondly, that the foundation he meant to establish was a Protestant foundation. By the statutes regulating Trinity College, no Roman Catholic could be admitted up to 1792, when an Act was passed expressly admitting them, *eo nomine*. At the time Erasmus Smith lived it was an exclusively Protestant institution; and you will find, as we go along in the history, that the vast bulk of the increased rents and profits of the foundation, which is what we are chiefly dealing with here, and not the small trusts of the Deed of 1657, you will see that according as he contemplated the large increase in the income to be derived from his estates, he more and more goes on to dedicate it, not to schools of a mixed nature, not to primary education, no, but it was to Trinity College he dedicated the increase, and in each of the subsequent documents, and in the Act of Parliament to which I shall afterwards refer, Trinity College was the institution to be benefited; and I ask you in considering the whole of these documents not to leave out of consideration the fact that up to the end of every document material in the case, Trinity College was an exclusively Protestant institution—more than exclusively Protestant, because entirely Episcopalian; and on the second branch of my argument, in which I shall come into conflict with Mr. Dodd, that will also be material—Trinity College was not only an exclusively Protestant institution, but was an Episcopalian institution. Now, the next matter to which I have to call your attention in this Deed of 1657 is with reference to the Schoolmasters; and if there is anybody here to represent Roman Catholic interests, he ought to be able to give us some argument to lead you to hold that there is no expression of opinion in this Deed that this was to be a Protestant foundation, in the face of what I am now going to read:

"It is further by these presents declared to be the intention of all parties thereunto that the said Schoolmasters to be settled as aforesaid to be obliged twice every day to pray with such scholars as he or they shall respectively teach. And that he or they shall punish such of the said scholars as from time to time shall (without good cause) be absent from the said exercise of prayer. And that the said Schoolmasters respectively shall likewise catechise his or their said scholars once every week on some week-day in the Catechism published and set forth by the Assembly of Divines."

Mr. Dodd may found an argument on the direction to use the catechism of the Assembly of Divines; but what argument can Mr. Carton, who appeared for the Roman Catholic body on the last occasion, found on that passage?

36. Mr. Justice O'Brien.—Mr. Carton is not here.

Mr. *Carson*.—No, but the fact that he is not here does not dispense with the necessity of an answer to my question. Whatever may be said as to the Catechism of the Assembly of Divines being anti-Episcopalian, and I grant that it is so, because the object of it was to put an end to the Episcopalian form of church government for the time being——

37. Dr. Traill.—Archbishop Ussher was one of the Assembly of Divines at Westminster.

Mr. *Carson*—I think he was acting against his own views in that.

38. Mr. Justice O'Brien.—There is a current tradition that he changed his views upon other subjects more than once. There is a great ambiguity in some of his writings; and undoubtedly he was challenged severely for entertaining views which were said to be contrary to the essence of the Protestant religion.

Mr. *Carson*.—I know he was, but still he continued a Bishop of the Church, and of a Church which had, amongst its articles, framed by himself in conjunction with others, one specially aimed against Dissenters and others who would not conform to the Irish Church. Now, let me read the rest of the passage in this Deed:

"And shall also every Lord's day catechise them or some of them in the presence of the rest and expound to them the said Catechism or some part thereof which he shall publicly as well for the benefit of the said scholars as for the instruction of all others as shall desire to be present at that exercise in the school-houses or in the church, and that the said Schoolmasters respectively shall be bound to observe such other instruction as the said Trustees their heirs or assigns or Corporation shall enjoin him or them for the better ordering and managing of the said school or schools during his or their continuance therein."

Is there no indication on the face of that of the founder's intentions, within the meaning of this Act of Parliament? The only other provision I need call attention to is this:

"Provided always that if the parties by these presents their heirs or assigns shall not within the space of seven years next ensuing the date hereof procure a licence to be granted under His Highness's Great Seal of England or else procure an Act of Parliament to be made for incorporating of themselves to be a Corporation in perpetual succession and capable to retain the lands and premises to them and their successors to the uses aforesaid, that then it shall be lawful for the said Erasmus Smith and his heirs into all and singular the premises to re-enter, and the same to have again and repossess as in his former right anything in these presents contained to the contrary in anywise notwithstanding."

As a matter of fact, no such Act of Parliament or Charter was obtained within the seven years, because the next documents are the Letters Patent of 3rd November, 1667, after the Restoration; which were letters patent granted to the trustees until a corporation should be established to carry out the trusts. In those Letters Patent we have again the same indication of intention to benefit the Protestant religion. There is, first, a direction to pay to the governors of Christ's Hospital, London, the annual sum of £100. It has never been disputed that Christ's Hospital, London, was a purely Protestant foundation. In that, therefore, you have a purely Protestant object. Next you have a direction to apply one-fourth of the remainder of the rents and profits of the lands in placing children as apprentices to Protestant masters in Ireland. It certainly would be a strange thing, if he intended to create a mixed endowment, as is contended for here, that the only persons who were to have the benefit of this one-fourth part of the remainder of the rents and profits were to be such as would be willing to go as apprentices to Protestant masters. Thirdly, you have an increase in the endowment to Trinity College. There is a direction to employ the residue of the said rents and profits in pensions or exhibitions to such poor scholars, to be educated in the said Schools, as shall become students in Trinity College, Dublin, and for want of such poor scholars, to other poor scholars in the University or College aforesaid, a preference to be given to the children of poor inhabitants on the lands of Erasmus Smith. To this exclusively Protestant institution, the University of Dublin, those persons were to go in order to get the exhibitions. You therefore see that he contemplates that the children on his own lands should accept the Protestant teaching to be given in the Schools, and that such of them as were fitted for it should eventually go to the University, an exclusively Protestant institution.

Oct. 19, 1892.

Therefore, out of five objects expressed in this patent, three are exclusively Protestant, and indicate that the institution was intended to be carried on in no other way than in the way in which it has been carried on, namely, as an exclusively Protestant institution. The next document is the all-important one in the case, the Charter of 1669. Up to the granting of this Charter nothing had been done to carry out the charity. That may have been because things in Ireland were very unsettled, but however that may have been, I gather that nothing was done, for he originally contemplated five Schools, but when the Charter came to be granted, after reciting Erasmus Smith's intention to found the Schools, it empowers him to erect three Schools, thereby showing that nothing had yet been done under the Deed prior to the Charter.

39. Mr. Justice O'Brien.—You will find a reference in the Charter to the Act of Settlement, and there is an express reference in the Act of Settlement to a contest between Erasmus Smith and a person named Stephens; so that at that time the right to the property itself was in dispute, and that is the explanation of it probably.

Mr. *Carson*.—Possibly so, my lord; and the fact of the contest between Erasmus Smith and this gentleman shows that it was still looked upon as Erasmus Smith's property, and not that of the Trustees, so far as I can see, and the recital in the Charter bears me out, nothing was done with respect to the charity prior to the Charter.

40. Lord Justice FitzGibbon.—Nothing was done with reference to the charity, but the property was vested in the Trustees, and the Charter treats it as having been already appropriated to the purposes of the charity.

Mr. *Carson*.—Yes; all I say is that nothing was done towards carrying out the objects of the trust until after the Charter of Charles the Second. Now, that Charter, which was granted on the petition of Erasmus Smith himself, recites that he "did, heretofore, intend to erect five Grammar Schools," plainly showing that up to that time he had not erected them. It then recites that he had thought fit to reduce them to three; and then it goes on to convey the lands to the Corporation, or directs the trustees to convey them to the Corporation, "to the uses and trusts therein mentioned, and to such further charitable uses and trusts as should be desired by the said Erasmus Smith." You must always remember that at this time they were dealing with property of the value of only about £300 a year; in fact there is a special provision in the Charter providing what should be done in case the income fell below £300 a year. You are now dealing with property the value of which is between £6,000 and £7,000 a year. The Charter then goes on to what I need not refer to, the appointment of Governors, except that the number of the Governors appointed is the same as were appointed by the Deed of 1657.

41. Lord Justice FitzGibbon.—If anything turns on the position of the intervening Trustees, there is a recital in the Charter which may be of importance. It recites a petition of the Trustees to the Commissioners of Settlement, and the point of it is that they are treated as only Trustees for Erasmus Smith—that is to say, he was still the commanding authority in the whole affair, and they petitioned in his right and on his behalf.

Mr. *Carson*.—Yes, they petitioned to be confirmed in their title to the lands, and the Commissioners confirmed their title, and then Erasmus Smith presented his petition for a Charter, directing what was to be done with the charity.

42. Mr. Justice O'Brien.—If you look at the names in the Charter you will find they were not the same trustees as were appointed in the Deed.

Mr. *Carson*.—No, my lord, some of them were different; but they were all Churchmen, and that is the principal point. It was then manifestly a Church institution, and that is the principle which has ever since been carried out in the election of the Governors, and is in force at the present time; and I submit that is the principle which ought still to be adopted, and that there is no reason why it should be departed from. Then there is a provision that if the revenues increase they are to be employed in the maintenance of more scholars. And now we come to a more important matter:

"And further, we have given and granted, and by these presents do give and grant, unto the said Erasmus Smith, during his life, by writing under his hand and seal, and to the said Governors and their successors, for the time being, or the major part of them, then met and assembled for that purpose after his decease, under the said common seal, full power and authority to make, set down, and appoint such rules, statutes, and ordinances, for the rule, government and well ordering the said Schools, and the said Schoolmasters, Ushers, and Scholars, for the time being, as the said Erasmus Smith during his life, and after his death to the said Governors, and their successors for the time being, or the major part of them so as aforesaid assembled, shall seem meet and convenient, and that the same orders, rules, statutes, acts, and ordinances, so by him, them, or any of them, to be made, set down and prescribed as aforesaid, shall be and stand in full force and effect in law, to all constructions, intents and purposes, so as the same be not repugnant to our prerogative royal, nor contrary to the laws and statutes of our said realm of Ireland, nor to any ecclesiastical canons or constitutions of the Church of Ireland, which shall then be in force."

There was power of the widest kind given to Erasmus Smith to make rules, the only limitation being that they should not be repugnant to the royal prerogative, or to the ecclesiastical canons or constitutions of the Church of Ireland which should then be in force. Is that no indication of the founder's intention in framing this charity, when that limitation is put in the Charter which is practically the foundation of the whole charity? Before I call your attention to the rules which Erasmus Smith did lay down, I wish to direct attention to a subsequent passage of the Charter, as showing how much force should be given to the rules he laid down. It is provided in the Charter

"that the said Governors, or their successors, shall not have power to make or appoint any laws, rules, statutes, acts, orders or ordinances, after the death of Erasmus Smith, that will make void, suspend or weaken the same laws, rules, statutes, acts, orders or ordinances constituted by the said Erasmus Smith, or any branch or circumstance thereof, which orders, rules, statutes, acts and ordinances, are, and always shall remain and be in their full force and virtue, for the governing and ordering of the said schools and works of charity."

Can anything be conceived stronger than that, as showing whatever may be the effect of the Deed of 1657, that in 1669 it was left to Erasmus Smith himself to frame ordinances and rules, so long as they should not be inconsistent with the constitutions and canons of the Church of Ireland, and that those ordinances and rules were to be unalterable by the Governors after his death, but were to continue in full force for the governing of the schools for all time? Now let me call your attention to the rules which he framed. They are entitled—

"Lawes and Directions given by Erasmus Smith, Esquire, under his hand and seale, for the better government and ordering the Public Schools lately founded and erected by him."

They continue:—

"The Schools are founded as free Grammar Schools in behalf and for the benefit of the children of the tenants to the said Erasmus Smith, as also for the children of the tenants of this Corporation, together with the children of the inhabitants residing in and about the towns and places where those Schools are erected."

Then he gives directions as to the children, and the numbers of them; and he says:—

"Those children are to be instructed and taught in the Latin, Greek, and Hebrew, according to their respective capacities, and fitted for the University if their parents or friends desire it; others of them to write and cypher, that they may be fit for disposement to trades or other employments."

Now, when it is said that the endowment was made for a different class of children from what are educated in the Schools, you are met by this, under Erasmus Smith's own hand, he having the fullest power to make rules which were not to be altered after his death, the children were to be instructed in Latin, Greek, and Hebrew, and fitted for the Protestant University.

43. Monsignor MOLLOY.—And "others of them to write and cypher, that they may be fit for disposement to trades and other employments."

Mr. *Carson.*—Certainly. There are further encouragements in relation to poor children, as clothing while they remain in the school, pensions for those that go to the University, and provision also for those that are bound apprentices,

"some whereof are expressed in the Charter, all which will be declared by the founder's appointment, when the revenue comes to be more fully stated."

He expected at the time that there would be an increase in the revenue. Then come rules for the Schoolmasters and Ushers. He says:—

"None are to be admitted Schoolmasters of the said Schools, but such as are of the Protestant religion, and well known for their ability, industry, and good conversation. (2.) The Schoolmaster, and in his absence the Usher, shall publicly every morning read a chapter out of the Canonical Scripture, and then pray, concluding at night also with prayer. This is to be done in the English tongue, that all may be edified. They are to urge the children frequently to read the Scriptures; and at convenient times to require some account of what they read, according to their capacity, and that the meanest of them be able readily to give an account how many books, and the order in which they stand, also the number of chapters in each book, both of the Old and New Testament. (3.) The weakness of children is such, that many times variety of Catechisms confound their understandings, and the Lord Primate Ussher's Catechism being specially commended to those Schools in the Charter, the Masters are diligently and constantly to catechise them in that form; and on the Lord's day, before or after public worship, to expound the same or part thereof, as also at other convenient times."

Now, Primate Ussher's Catechism was prepared by him at the time they were framing the Articles of the Irish Church in 1615. A great point was made, on the last occasion, that because Ussher's Catechism was directed by Erasmus Smith, he must have meant to admit Dissenters, because he had not prescribed the Catechism of the Established Church. The Catechism of Ussher was used by the Irish Church before it became amalgamated with the English Church; and that being so, how can you deduce an argument in favour of Dissenters from the fact that he substituted for the Catechism of the Westminster Assembly (which was the one mentioned in the deed), the Catechism of Ussher, which was then the Catechism in use in the Irish Church?

44. Rev. Dr. WILSON.—Ussher's Catechism was before the Westminster Catechism, and the latter was, to some extent, framed on the model of the other.

Mr. *Carson.*—That makes the argument stronger for me; as it shows that while the other Catechism was framed upon Ussher's, he wished to take away the taint of Presbyterianism.

45. Mr. Justice O'BRIEN.—I think the real conclusion is, that Erasmus Smith changed the colour of his Catechism with the colour of the Government for the time being.

46. Lord Justice FITZGIBBON.—Then the question is, why did he not change the colour altogether, and adopt the Church Catechism.

Mr. *Carson.*—Quite so; the Church Catechism would have been the one in accordance with the Government, and he did not go in accordance with the Government. I submit you can make nothing more of it than this, that Ussher's is an Episcopal Catechism.

47. Dr. TRAILL.—None of the Catechisms go into questions of Church government.

Mr. *Carson.*—No; if you read Ussher's Catechism, you will find it is nothing more than our own Catechism, put perhaps in a simpler form. There is nothing in either of them about Church government. I think the only argument to be deduced from it is, that by putting out the Westminster, and putting in Ussher's Catechism, he meant to adopt an Episcopal Catechism, in preference to what I may call the Puritan Catechism. So far from it being against me, it is an argument entirely in favour of the view I put forward. At all events, Mr. Dodd and I can make common ground upon this, that it is not a Roman Catholic Catechism.

48. Mr. Justice O'BRIEN.—It does not give rise to any doubt, at all events, such as are supposed to arise from a multiplicity of Catechisms.

Mr. *Carson.*—The seventh Rule is important; as bearing on the suggestion that these were to be Primary Schools. "That the children of the Grammar Schools, such as the masters judge fit, or in any measure able, do exercise themselves in a constant speaking of Latin with the Master, as there is occasion, and one to another."

49. Lord Justice FITZGIBBON.—If, on comparing the three Catechisms, the Westminster, Ussher's, and the Church Catechism of that date, there is anything indicating any reason for preferring one to another, from the point of view of all Protestants, as against Church Protestants, I shall be glad to be referred to it. The argument on former occasions was that the selection of Ussher's Catechism indicated a desire to include Presbyterians, if so, the reason should appear on comparing it with the other two Catechisms.

50. Monsignor MOLLOY.—What was said, I think, was that Ussher's Catechism was midway between the Catechism of the Assembly and the Church Catechism.

Mr. *Carson.*—I have not referred to anything of that kind. One Catechism may be preferred to another because a person may think that children would understand it more easily, not for doctrines, or anything it may contain outside essentials. If anything turns on that, I quite agree that it must appear by comparing them, but up to the present I have not heard it. It may have been a reason for preferring it that Ussher was such a distinguished man in Ireland at the time; or because it had been used in the Church of Ireland.

51. Lord Justice FITZGIBBON.—The real question on this part of the case is, what Erasmus Smith meant by selecting Ussher's Catechism in place of the Westminster Catechism, and in preference to the Church Catechism. That is material on the question whether he meant to exclude or include those Protestants who were not members of the Established Church. On that issue the only way to arrive at an answer is to compare the three Catechisms. Your view is that he put out the Assembly Catechism and adopted Ussher's, for the purpose of making it an Episcopalian institution; but you are met by the allegation that when he gave up the Assembly's Catechism he took the Catechism of Ussher, because he did not wish to adopt the Church Catechism.

Mr. *Carson.*—The object of the Assembly Catechism was to strike at Episcopalianism.

52. Lord Justice FITZGIBBON.—I have not compared the Catechisms, but if you allege that he put out the Assembly's Catechism because it was against the Established Church you must give me chapter and verse for it; and if Mr. Dodd alleges that in preferring Ussher's Catechism to the Catechism of the Established Church in Ireland, he intended to let in Presbyterians, he must give me chapter and verse for it. The impression on my mind, up to the present, from the reticence of all parties on the subject, is that the differences between the three Catechisms really do not bear on the question at all, or perhaps that those who talk so much about them have not compared them, and I must do so before I form a decision on them.

Mr. *Carson.*—The argument I present is this, that the Assembly's Catechism was a Catechism framed at the

Oct. 19, 1892.

time they were giving the go-by to the Established Church in England, and that it was framed with the view of giving it the go-by.

53. Lord Justice FITZGIBBON—That is a vague statement, and calculated to mislead. The Assembly of Divines was not exclusively Presbyterian. A great many people who would now call themselves Non-Conformists were Church people during all that time, and the actual division between the Dissenters and the members of the Episcopal church was by no means a sharp line, at the time we are speaking of.

Mr. *Carson*.—Whether there is anything essentially different between the Catechisms I do not know, as I never read Ussher's. The only extent to which I push my argument is this, that when you find the Assembly Catechism put out—a Catechism framed for the purpose I have mentioned—and Ussher's Catechism substituted, it shows that Erasmus Smith, having got rid of Cromwell, was glad to adopt a Catechism which, at all events, had the name of being an Episcopal one. If the two Catechisms were, in all essential points, similar, the argument becomes stronger, because then the reason for putting in Ussher's Catechism, instead of that of the Assembly, must have been because Ussher's was an Episcopalian Catechism. I was calling attention to the 7th Rule, as bearing upon the class of education to be given in the Schools. That Rule provides that the scholars should exercise themselves in the constant speaking of Latin with the Master, and also with one another.

Dr. TRAILL.—There is a rule before that, with regard to the accidence. No children were to be admitted to the Grammar Schools, or put under the Head Master, but such as had learned, or were fit to enter into, the accidence.

54. Mr. Justice O'BRIEN.—What argument do you found on the direction to speak Latin? That was the common language of educated people in Ireland at the time.

Mr. *Carson*.—My argument is that it shows that what was intended was not Primary education, but such as you would find in Grammar Schools. You will find all through that Erasmus Smith wished to establish Grammar School education, and, without going into details, you will find other rules which show that. For instance, prizes were to be given to the most deserving scholars, consisting of some Latin or Greek book, suitably bound and gilt. Such were the rules which Erasmus Smith himself framed. You will find in the Charter a passage which is material both as regards Roman Catholics and Presbyterians:—

"Provided always that every such Schoolmaster and Usher of the said respective Schools shall be approved of by the Archbishop or Bishop of the diocese wherein they are to live, if they shall willingly subscribe the first two Canons of the Church of Ireland agreed on in the 10th year of King Charles the First."

Let me call your attention to these Canons. The two first Canons of the Church were these:—

(1.) "For the manifestation of our agreement with the Church of England, in the confession of the same Christian faith and the doctrine of the Sacraments, we obey, receive, and approve the Book of Articles of Religion agreed upon by the Archbishops and Bishops and the whole Clergy in the Convocation, holden at London in the year of our Lord God, 1562, for the avoiding of diversities of opinions, and for the establishing of consent touching true Religion; and therefore, if any hereafter shall affirm that any of such Articles are in any part superstitious or erroneous, or such as he may not with a good conscience subscribe, let him be excommunicated, and not absolved before he make public revocation of his error. (2.) All ecclesiastical persons having cure of souls, and all other preachers and readers of Divinity lectures, shall, to the utmost of their wit, knowledge and learning, purely and sincerely, without any colour of dissimulation, teach, manifest, open and declare, four times every year at the least, in their sermons, and other collations and lectures, that all usurped or foreign power (forasmuch as the same hath no establishment or ground by the law of God) is for most just causes taken away and abolished: and that, therefore, no manner of obedience or subjection within his Majesty's realms and dominions, is due unto such foreign power; but that the King's power, within his realm of Ireland, and all other his dominions and countries, is the highest power under God, to whom all men, as well inhabitants as born within the same, owe all loyalty and obedience and to no other foreign power and potentate in the earth; and whosoever shall hereafter maintain that the King's Majesty hath not the same authority in causes ecclesiastical that the Godly Kings had among the Jews, and Christian Emperors in the primitive Church, or impeach in any part his regal supremacy in the said causes restored to the Crown, and by the laws of this realm therein established, let him be excommunicated and not restored, but only by the Archbishop of the Province, after his repentance and public revocation of his error."

55. Mr. Justice O'BRIEN.—Where is the reference in the Charter to those Canons?

Mr. *Carson*.—Immediately after the Rules, at page 17 of the book.

56. Lord Justice FITZGIBBON.—On a former occasion we were told that it was the two first Articles which were alluded to.

Mr. *Carson*.—No, the two first Canons. Now, I ask in the first place, does that show no intention that this was to be a Protestant foundation; and, in the second place, could any Presbyterian subscribe to those Canons? It was argued on the last occasion by Mr. Shaw, in favour of the Presbyterian view of the case, that putting in that direction was an argument in their favour, because it was putting a minimum, inasmuch as by the Act of Uniformity, it was at that time essential that all Schoolmasters should subscribe all the Articles of the Church. But so far from that being an argument against me, it strikes me that the putting in of those Canons is the strongest argument in my favour. If the contention is right, that without this provision all Schoolmasters were bound, under the law at that time, to subscribe to the Articles of the Episcopalian Church, then the only object of putting in that provision must have been that Erasmus Smith was determined that, even if that state of the law should ever be changed, he should still have, on the face of his Charter, something that would be extra and apart from the law, namely, that it should be one of the essentials of the appointment of the Schoolmasters that they should be approved of by the Archbishop or Bishop, and that they should subscribe those two first Canons of the Church of Ireland. No argument could be founded upon it in favour of Roman Catholics; but how Presbyterians can get out of that provision that the Masters are to subscribe those two Canons, I fail to comprehend. Mr. Shaw seemed to think that putting in those two Canons, when there was a general law requiring Schoolmasters to belong to the Established Church, showed that Erasmus Smith wanted something else than the general law; but you will at once see that the intention was to declare, on the face of the Charter, that no matter what might happen in the course of time, no matter what changes might be made in the law, subscription to those Canons, and approval by the Bishop or Archbishop, should be the minimum to be required from any person to be appointed Schoolmaster. That rule has been acted on ever since; all the Masters who have been appointed from time to time have subscribed their names to those Canons. How, in the face of that, if you are to carry out the founder's intentions, you can settle a Scheme on the basis of a mixed Governing Body, or of the Schoolmasters being of any other religion than that of the present Church of Ireland, I fail to see. The next provision of the Charter is this:

"That the Schools, Schoolmasters, Ushers, and Scholars, and all other the officers and persons to be placed in the said Schools, shall for ever hereafter be exempt and free of and from all visitations, punishment and correction to be had, used, or exercised in or upon them or any of them, by the Ordinary of the diocese for the time being, or by any other persons or person whatsoever, other than by the said Erasmus Smith during his life, and after his death, or during his sickness or absence from Ireland, by the said Governors for the time being or their successors."

It was also attempted to make an argument out of that; but surely the explanation is that it was considered wiser to keep, as the whole scheme of the Charter was, the government entirely in the hands of Erasmus Smith, or his Corporation, and no argument, in favour either of Dissenters or Roman Catholics, can be deduced from it. There is then another material matter, that is, the appointments in Trinity College. Remember, Trinity College was at that time an exclusively Protestant institution. It provides that a Hebrew Lecturer was to be appointed by Trinity College, at a salary of £30 a year. It then proceeds to provide what was to be done with the surplus rents and profits of the endowment; and it should never be lost sight of that the really important matter now is the surplus.

"The residue of all the revenues and rents which shall remain after all the charges and payments aforesaid fully made and satisfied, shall during the continuance of such leases as are now in force, be distributed and applied in manner following, viz., one full moiety thereof to and for the binding out of poor children to be apprentices to and under such Protestant masters as the said Governors, or any seven or more of them, whereof the Treasurer for the time being to be always one, if able to attend, shall think fit: and that after the expiration of such leases one moiety as aforesaid shall be applied partly towards binding out poor children to be apprentices as aforesaid, and partly towards clothing of poor scholars in the said three Grammar Schools, so always that no more than £6 be bestowed in binding out any one apprentice, nor more than 30s. in clothing any one child, and that the children of tenants of the said Erasmus Smith be preferred before the others; and the other moiety of the said revenues, as well during the said leases as also after the expiration thereof, shall be applied to such other charitable uses as the said Erasmus Smith, by any deed in writing, or by his last will, shall appoint, and such appointment shall be of like force and effect in law as the same would have been if it had been particularly mentioned and declared by these presents."

You will see that that reserved to Erasmus Smith the power to dispose of the residue, and you will see how that residue was disposed of under an Act of Parliament giving legislative effect to the Charter, which will be the next document that I shall refer to. The Charter goes on to direct that—

"the Masters shall teach all such children as shall be found capable thereof to write and cast accounts, and moreover shall instruct them in the Greek, Latin and Hebrew tongues, and fit them for the University, if they, their parents or friends, shall so desire. Also the said Masters shall duly, once every week on the Lord's day, catechise their scholars, and for that purpose shall make use of the Catechism set out by the late Most Reverend Father in God, James Ussher, Lord Archbishop of Armagh, Lord Primate of all Ireland, and shall spend some time in expounding some part thereof unto them."

I have already observed upon that. In that respect the rules of Erasmus Smith follow the Charter. Now, I say that on the face of these documents you have the most complete indication of intention to found a Protestant charity, such as has existed ever since, and we are not driven to outside evidence, as they were driven in many of the cases in the Court of Chancery, in order to ascertain the intentions of the founder. The Act of Parliament to which I have referred was passed in 1723; and I can conceive nothing stronger in the case of a charity than a legislative enactment, making provisions which confirm what had been previously done under the Charter, and extending it in the direction of making it more and more a Protestant charity. Surely, if you are entitled to get at intentions by inferential expressions used by the founder, it is a much stronger thing to have an Act of the Legislature, confirming what had been previously done, and making other provisions indicating that it is a Protestant institution. The Act recites the Charter of Charles the Second.

57. Dr. TRAILL.—Does not the Act recite that it was passed on the application of the Governors?

Mr. *Carson*.—It recites that the Governors had paid a yearly pension or exhibition of £8 a piece to twenty poor scholars of the College, and also a yearly pension or exhibition to fifteen other poor scholars of the said College of £6 a piece.

58. Lord Justice FITZGIBBON.—Dr. Traill asks whether it appears that the Governors were desirous of obtaining the Act, in order to legalise what they were doing?

Mr. *Carson*.—It is not stated that there was any petition by them, but it inferentially appears that the Act was passed at their instance; it says that the Governors were desirous that the rents and profits might be applied to the uses thereinafter mentioned. The Act was evidently passed on their application. It was an Act to enable them to dispose of the surplus money. It provides for the foundation of two lectureships in Trinity College, one in Oratory and History, and the other in Natural and Experimental Philosophy; and it also enabled them to establish three new Fellowships. The law at that time prevented any persons but Protestants from being Fellows. Even Dissenters, up to 1870, could not be Fellows, nor could they get Scholarships; so that the argument as regards this being a Protestant charity, excluding Roman Catholics, so far as can be deduced from what was done with regard to Trinity College, applies with equal force as regards the Dissenting bodies. There were also to be twenty Exhibitions of £8 a year, and fifteen of £6 a year to poor Scholars of Trinity College; and the Governors were to erect buildings in the College for the Exhibitioners, which they were to enjoy free of rent. It also recites and ratifies the agreement with the Governors of the Blue Coat Hospital for placing twenty boys in that institution, which, as has been already pointed out, is an exclusively Protestant charity. It further enacted—and I think this is of considerable importance—

"That the Lord Mayor and Recorder of the City of Dublin, and two of the Aldermen of the said city, such as the Governors of the said Hospital shall from time to time elect and appoint, shall for ever hereafter be standing Governors of the said Schools founded by the said Erasmus Smith, and added to the thirty-two Governors in the said Letters Patent mentioned."

There was a subsequent Act of Parliament enabling the Lord Mayor, Alderman and Recorder of Dublin to be Roman Catholics; but at that time they could only be Protestants; and the Act 3rd and 4th Victoria, Cap. 108, Section 114, which provided that they might be Roman Catholics, took away the right of being Governors either of King's Hospital or of Erasmus Smith's Schools. That was a very strong thing, because, generally, in opening up those offices to Roman Catholics, the legislature left them, however inconsistent it might be, free to hold *ex-officio* appointments; but here you have in the Act of Parliament itself a legislative declaration that they are not to be Governors of the Erasmus Smith's Schools, and that other persons are to be appointed in their stead, thus making special provision that, in opening those offices to Roman Catholics, there should be no interference with the exclusively Protestant character of this institution. Now, you will recollect that, under the Charter, a moiety of the residue of the increased rents was to be applied to such charitable purposes as Erasmus Smith, or after his death the Corporation, might think fit; but the Act of Parliament provides differently:

"Be it further enacted, that if at any time or times hereafter the rents, revenues and profits of the said lands and tenements so set apart by the said Erasmus Smith shall happen to increase, or be raised to better or greater yearly value than they now yield, or if any part of the present yearly rents of the said lands shall be and remain in the hands of the Treasurer or the Governors of the said Schools, over and above the annual payments, charges and expenses heretofore or by this Act appointed to be made out of the said lands, that then and in such case it shall and

Oct. 19, 1892.

may be lawful to and for the Governors of the said Schools for the time being, from time to time for ever hereafter, to apply and dispose of the residue and overplus of the said yearly rents for and towards some public work or use in the said College or Hospital, in putting out poor children to school or apprentices, or in setting up and founding one or more English schools or schools in any place or places in this kingdom, as the Governors of the said Schools for the time being shall think most proper or convenient."

That is a direction to apply the whole surplus to Protestant purposes. I am sorry that a little more money was not given to buildings in Trinity College, if I might mention my own views.

59. Mr. Justice O'Brien.—Your representative views?

Mr. *Carson*.—My own views; I think it would have been better if more of the money had been devoted to erecting buildings in Trinity College.

60. Trinity College can only keep a fast hold of what it has got, and must be satisfied with that.

Mr. *Carson*.—My point is—and remember we are dealing now with the residue, because the original £200 or £300 a year is insignificant in comparison with the £6,000 or £7,000 a year of residue—that there you have a direction that the overplus of the yearly rents shall be applied to Protestant purposes: some public work or use in the said College or Hospital, in putting out poor children to school or apprentices, or in setting up or founding one or more English schools. in such places as the Governors shall think most proper or convenient.

61. Lord Justice FitzGibbon.—It was under that clause that the great number of English schools were established.

Mr. *Carson*.—It was. That statute recognised this as an exclusively Protestant foundation. I do not think there is anything material in the subsequent Charter of William. You have there the whole residue provided for in its application to entirely Protestant uses; and the Institution recognised by the legislature as a Protestant institution, in 1723; and it has ever since been carried on in accordance with that. There is one other document in the case, which I have purposely left to the last. I refer to the letter written by Erasmus Smith himself to the Governors, when a question arose as to the "consumption" of the Schools, meaning thereby the starvation of them, by reason of Roman Catholic schools being opened in the neighbourhood of them, to which, of course, Roman Catholic children preferred to resort. In many respects this is the most important document of all in the case. It appears to have been before the Commissioners who reported in 1858, and of course it influenced them, as it must influence any one, in coming to a conclusion as to the intentions of Erasmus Smith:

"London, June ye 6th, 1682.

"My Lords and Gentlemen,—I have received your letter dated May the 23rd, with a copy of the report concerning the present state of the schools at Droghedah, and am very sorry you have been put to soe much trouble. I give you my humble thanks for your careful inspection of the schools, and especially this of Droghedah. The letter following was written before the receipt of yours, which I now humbly present unto you, not doubting but it will be satisfactory to your honours as it will be to myself if followed.

"My end in founding the three schools was to propagate the Protestant faith according to the Scriptures, avoiding all superstition, as the charter and the bye-laws and rules established doe direct. Therefore, it is the command of His Majesty to catechise the children out of Primate Ussher's Catechism, and expound the same unto them, which I humbly desire may be observed, upon the penalty of forfeiting theire places.

"Now that the scholars educated in those foundations may be encouraged, I humbly request that it may be commended to the Provost and Fellows of Trinity College, Dublin, to present to your honours one fully qualified, according to the Christian lawes and rules, to officiate in the room of Mr. Scott, late schoolmaster at Droghedah, giving prefference to those that have been educated in those schools, that others educated upon the same foundation may be encouraged to present themselves worthy of the like choice; if none among them be qualified, I leave it att large, and as I find theire faithfulness herein, I shall be encouraged to trust them for the future. I desire the charter may be abstracted as to what doth concerne the priviledge both of master and scholars, and the laws and rules added thereto and that a table may be fairly written thereof and hung up in the most publique place in every schoole, that neither master nor scholar may pretend ignorance.

"My Lords, my designe is not to reflect upon any, only I give my judgment why those schooles are so consumptive, which was, and is, and will be (if not prevented) the many Popish schooles, their neighbours, which as succors do starve the tree. If parents will exclude their children because prayers, catechisme, and exposition is commanded, I cannot help it, for (not*) to remove that barre is to make them seminaries of Popery. Therefore I beseech you to command him that shall be presented and approved by your honours to observe them that decline those duties and expell them, which will oblige,

"My lords and gentlemen,

"Your most humble servant,

"Erasmus Smith."

I submit that if there ever was a clear indication of the intention of a founder, you have it in that letter; and when you talk of primary and secondary objects, and when it is said that his primary object was education, and that the Protestant character of the education was his secondary object, how will you get over what he says: "If parents will exclude their children because prayers, catechism, and exposition is commanded, I cannot help it, for to remove that barre is to make them seminaries of Popery?" Surely the whole object of making them mixed Schools is to remove that bar, for the purpose of making them what Erasmus Smith called "seminaries of Popery." If we are to go into primary and secondary objects, his primary object and intention was, as he himself expresses it in the letter, "to propagate the Protestant faith according to the scriptures, avoiding all superstition." No doubt he failed in carrying out that object, but his object is there nevertheless. Assume that you cannot go on proselytising, and assume that you ought not to go on proselytising, or, as Erasmus Smith would call it, "converting" Roman Catholic children to the Protestant faith, are we to be told that, because you cannot do that, you are to apply the money for the benefit of persons who refuse to be proselytised? To do so would be to go directly contrary to his intention; as he himself says, "if, parents will exclude their children because prayers, catechism, and exposition are commanded, I cannot help it, for to remove that bar is to make them seminaries of Popery."

62. Monsignor Molloy.—Do you argue that that letter expresses the primary intention of Erasmus Smith?

Mr. *Carson*.—I do.

63. And do you contend that your clients are at present carrying out that intention?

Mr. *Carson*.—I say nothing about that at all. What I say is, that whatever may have been done by the Governors in the way of relaxing the rules, as they, undoubtedly, were relaxed—when you come to settle a Scheme, you must frame it in accordance with his intentions; and I say that the Protestant character of the institution was the primary intention in his mind.

64. What do you say to this argument: The intention expressed in that letter has been set aside for a considerable time by your clients, the present Governors, and therefore we may assume that in their judgment it was not the primary intention of the founder?

Mr. *Carson*.—You will bear in mind that the Governors have always been Protestants, and the Masters Protestants.

65. Yes; and therefore they would be the less inclined to set aside this provision unless they thought it necessary to do so, in order to carry out the main purpose of Erasmus Smith.

Mr. *Carson*.—As to the non-enforcement of the rule or method contained in that letter, I submit you cannot found any argument upon that. One man might suppose that the best way to carry out the Protestant character of the institution was to take restrictions off, because in that way he might best nobble the Roman Catholic children. Another man might think the best way was to require the most extreme tests before pupils could be admitted or allowed to continue in the schools. No doubt some of the rules, as to prayers, catechism, and exposition, have not been always acted on; but still the Governors have insisted on the Schools maintaining their Protestant character, although the method of doing that may not be the method which Erasmus Smith thought the best method.

66. Lord Justice FitzGibbon.—On this matter there is a good deal in the way of authority, and I hope somebody will look into it. There is a curious difference between our Act and the English Endowed Schools Act in reference to exemption. The English Endowed Schools Act, 32 and 33 Victoria, is not to apply "to any endowment applicable and applied as one solely for promoting the education of members of any church or religious denomination." The exemption in our Act is "any endowment applicable and provided exclusively for the benefit of persons of one religious denomination, and which is under the exclusive control of persons of that denomination." Your contention is that Erasmus Smith's endowment was provided exclusively for a particular religious denomination. There was a contention here at first that the Schools were out of our Act, but that contention was not sustained on the second condition, as some *ex-officio* Governors are now Roman Catholic. The question as to the effect of a course taken for a long time by the Governors, arose in a number of English cases, where the managers had for long periods —centuries in some cases—been using the endowments for wider purposes than those mentioned in the documents creating the foundations. There is the case of St. Leonard's Schools reported, 10th Appeal Cases, page 311, in which the Governors had for a long time admitted persons of various religious denominations; and Lord Selborne appears to have held that no matter what the length of the user might be, no matter what its advantages might be, if it was contrary to the original intention, it must be discarded altogether in settling a scheme.

Mr. *Carson*.—That would apply *a fortiori* in the present case.

67. On the other hand, the courts have in some cases recognised the expediency of applying a liberal interpretation to the original document, if such interpretation has been acted on for a long space of time.

Mr. *Carson*—That is where it is not inconsistent with the original intention. In Baker *v.* Lee it was held that Dissenters were not eligible as trustees, although they had been appointed for a considerable length of time.

68. Monsignor Molloy.—The point I submit is this:—the fact that the Governors have acted in opposition to the explicit directions given in that letter of Erasmus Smith, shows that they have not regarded these directions as representing the primary intention of Erasmus Smith, with regard to the administration of his endowment.

Mr. *Carson*.—I think, with great respect, that the fallacy in that argument is this, that there is a confusion between the intention and the method of carrying out the intention. The intention was to found a Protestant institution, and the Governors have never receded from that intention. The method in which that intention was to be carried out is another matter. I do not know whether the Governors knew of that letter.

Oct, 19, 1892.

69. Mr. Justice O'Brien.—Indeed they did; it was before Commission after Commission.

Mr. *Carson*.—At all events, it was only a method of carrying out the intention; and it may have been a very foolish method.

70. Monsignor Molloy.—My point is, that the fact that the Governors have not carried out the directions contained in that letter is conclusive proof that, in their opinion, these directions do not represent the primary intention of the founder.

Mr. *Carson*.—There is where I join issue with you. They have kept up the institution as a Protestant institution, although they have not kept up the regulations as to the prayers and catechism recommended by Erasmus Smith.

71. Lord Justice FitzGibbon.—I understand you to say that the Protestant character of the institution has been substantially kept up. The departure is in respect of the prayers and catechism, and in receiving paying pupils who do not conform.

Mr. *Carson*.—Paying pupils in some cases, and non-paying in others; there are some free Roman Catholic pupils in some of the Schools, but that is the furthest extent to which they have gone.

72. Monsignor Molloy.—The substantial purport of that letter is, that those who refused to conform should be expelled. How can you make that instruction the basis of your argument, when your own clients think it ought not to be carried out?

Dr. Traill.—The Governors may have thought it unsuitable to the present times not to have a Conscience Clause; they may say, "whatever Erasmus Smith may have thought as to the desirability of enforcing those religious tests, we won't enforce them now."

Mr. *Carson*.—Suppose Erasmus Smith recommended that every Roman Catholic child in the school should be whipped every day, and suppose the Governors, while keeping up the school as a Protestant school, with Protestant masters, refused to carry out the direction as to whipping Catholic children, it would be a hard thing to say that, because they did not carry out Erasmus Smith's special method of propagating Protestantism, they had given up the Protestant character of the foundation.

73. Monsignor Molloy.—My reason for making the observation is that in the opening part of your statement you quoted from a memorandum I wrote upon the subject. In that memorandum I expressed the opinion that it was not desirable or expedient at the present day to enforce the religious tests which Erasmus Smith imposed upon the endowment; and I wished to call your attention to the fact that, while you criticised my view on that point, you have now to admit that the Governors have themselves set aside these religious tests.

Mr. *Carson*.—Certainly, as regards the scholars; but the argument I criticised was, that because, as regards the scholars, the religious test was now unsuitable, therefore the institution was to lose its Protestant character altogether. It appears to me to be a fallacy to say that, because the particular test which Erasmus Smith directed to be applied, had been given up by the Governors as regards the scholars, therefore you are to draw the conclusion that you might not only remove the test, but take away the whole Protestant character of the institution, which has been maintained for upwards of 200 years.

74. Mr. Justice O'Brien.—Suppose all the children on the estates were Catholics, which I suppose is almost literally true, and suppose they presented themselves at the Erasmus Smith's Schools for admission, are they admissible when they come there?

Mr. *Carson*.—I think they are.

75. Then, supposing that having refused to conform to the requirements with regard to religion, they are

Oct. 19, 1892.

expelled, and the School remains without pupils, do you contend that the intention of the founder is carried out?

Mr. *Carson.*—No.

76. What is to be done then?

Mr. *Carson.*—I consider you would then be in the same position as the Court of Chancery has been in many cases, and would have to devote the property *cy pres*, carrying out, as nearly as you can, the intention of the founder.

77. That would involve the necessity of a new scheme.

Mr. *Carson.*—That is what the Governors have done; they have Roman Catholic and Dissenting pupils in the Schools, some of them the children of tenants on Erasmus Smith's property, or what now represents the property.

78. Not at all; they have never had pupils from the estates of Erasmus Smith, at least not for a very long time. If anyone came to one of the schools now and said, "I am a son of a tenant on the estate," they would call a policeman.

Mr. *Carson.*—Oh, no.

79. Monsignor MOLLOY.—I think, as a matter of fact, they have a few pupils from the estates of Erasmus Smith in the Schools, but they certainly take no special means to bring home the education to the children of the tenants.

Mr. *Carson.*—The foundation was not exclusively for the children of tenants; it was to be, in the first instance, for children of tenants, and then for pupils residing in the neighbourhood.

80. Monsignor MOLLOY.—First, for children of tenants on the estates of Erasmus Smith, and, secondly, for twenty other poor children within two miles of the Schools.

Mr. *Carson.*—And also for the children of other persons. Now to take the case put by Mr. Justice O'Brien. Suppose this was a Protestant institution, for the purpose of proselytising the children of tenants and other persons, which was to a large extent what it really was; and suppose that object fails, you must then deal with it by carrying out the object of the founder as nearly as you can, but that cannot be done by abolishing altogether the Protestant character of the institution.

81. Lord Justice FITZGIBBON.—There are several old entries in the Minute Book bearing on this question. In 1729, when there was a vacancy in the Mastership of the School at Galway, it was ordered that a copy of the first two Canons of the Church of Ireland should be entered in the Registry Book, to be signed by the person who should be chosen to fill the vacancy. Then there is a minute stating that the Governors had elected Dr. John Garnett to the office of Master, and that a letter should be written to the Archbishop of Tuam, desiring his Grace to give such directions to Dr. Garnett as his Grace should from time to time think fit in relation to the admittance and continuance of children of Popish parents to be educated in the Free School of Galway, and there is a memorandum in the margin stating that that had been done.

Mr. *Carson.*—You will find the two Canons are set out in the book, and the names of the various Masters who were appointed from time to time are subscribed to them. The only other documents to which I at present think it necessary to refer are extracts from the Reports of previous Commissions.

82. Lord Justice FITZGIBBON.—With regard to your own statement as to a *cy pres* application of the endowment, what do you say is the *cy pres* application of this endowment, if the Protestant education of the tenants' children has become impossible?

Mr. *Carson.*—I say the *cy pres* application is Grammar Schools for Protestants in those towns.

83. Mr. Justice O'BRIEN.—The charity must be impossible to be carried out before the *cy pres* principle can be considered. Where do you say the impossibility is?

Mr. *Carson.*—The impossibility is to get Catholic children in the neighbourhood of the Schools, or of tenants to conform to the requisitions of the foundation.

84. Mr. Justice O'BRIEN.—*Non constat* but they might. The Court of Chancery could not decide that that was an impossibility when it depends upon the individual act of each person. How can the Court of Chancery decide that that state of things exists when it depends upon the mind of each pupil who comes to the School?

Mr. *Carson.*—The Court of Chancery can look at the matter as sensible men would look at it. They can say, "We know, as a matter of fact, that those children will not come to the Schools, but we will make a provision under which they can come." But what is sought to be done is this, that because you cannot get Catholic children to come to the Schools upon the terms on which the institution was founded, therefore you will abolish the Protestant character of the institution altogether. There never has been any case that went within 100 miles of that. The Court of Chancery, in applying the principle of *cy pres*, will look at the whole matter as any sensible man would look at it, and will say, "We find that these Schools were Grammar Schools for the education of children in Latin, Greek, and Hebrew, and to fit them for the University; we cannot get Roman Catholic children to accept the teaching on the terms of the original foundation; and we will settle such a scheme as, while it will not prevent any one from coming to the Schools, will not deprive the institution of its Protestant character."

Dr. TRAILL.—You might go farther, and give them a Conscience Clause.

85. Monsignor MOLLOY.—As I understand, you do not propose to restore the test prescribed by Erasmus Smith. That being so, and the test being removed, what reason can you urge why the benefits of the endowment should not be brought home to the children of tenants on the lands of Erasmus Smith?

Mr. *Carson.*—We have no objection to their taking the benefit of the Schools, so long as the Protestant character of the institution is preserved.

86. Take the Schools you have at present; why not bring the benefit of these Schools home to the children of the tenants

Mr. *Carson.*—We are bringing it home to them, if they like to take advantage of it. How are we taking it away from them?

87. In an inquiry we held about the Schools before the Draft Scheme was prepared, I asked the Vice-Chancellor whether the Governors took any steps to bring home the education given in the Schools to the children of the tenants, and he said not. Would it not be desirable that means should be adopted to make the Schools available for the children for whom they were intended by the founder?

Mr. *Carson.*—It depends on the means you adopt for that purpose. If you propose to turn them into Catholic schools, I object. If you invite the children of tenants to come, informing them, by advertisements in the papers or otherwise, that they are entitled to come and take the benefits of the Schools, without any religious test, if they are willing to come to Schools that are under a Protestant Governing Body, I have no objection.

88. In the evidence the Vice-Chancellor gave, he said that the schools were of too high a class for the children of tenants on the estates.

Mr. *Carson.*—I don't think he said that; what he said was that for children who desired a primary education the schools were of too high a class.

89. Exactly so; that the children of tenants were such as would desire primary education, and therefore that the schools were of too high a class for them.

Mr. *Carson.*—Very probably; but that was the class of Schools intended by the Charter.

90. You read to-day one of the rules drawn up by Erasmus Smith, which throws considerable light upon that point. It is the fourth rule. He distinguishes two classes of pupils for whom the endowment was intended, and who were to be provided with education. One class were to be "instructed in Latin, Greek, and Hebrew, according to their respective capacities, and fitted for the University, if their parents or friends desire it." The other class were to be taught "to write and cypher, that they may be fit for disposement to trades or other employments." That shows that Erasmus Smith contemplated two classes of pupils, one to receive a classical education, and be prepared for the University, and the others were to be taught to write and cipher and to be fitted for trades and other employments. Would not the latter class include the children of tenants?

Mr. *Carson.*—I think it would.

91. Why then do you not provide children of that class with suitable education to fit them for trades and other employments?

Mr. *Carson.*—We have no objection that it should be part of the Scheme that children of tenants should be entitled to come in, and be taught to write and cipher in the Schools.

92. And be prepared and fitted for trades and other employments?

Mr. *Carson.*—Certainly; we have no objection to that.

93. I think it would be most desirable.

Mr. *Carson.*—I am rather inclined to agree in that.

Dr. TRAILL.—The difficulty is that in that case they were to be apprenticed to Protestant Masters.

Mr. *Carson.*—Yes. If you think the children of tenants would go to such a school we won't object, but what I think produces a confusion sometimes in the argument is the method of doing it. We don't object to any method which will bring the benefits of secular learning within the grasp of the children, but we object to doing away with the Protestant character of the Schools, which is the way the Draft Scheme seeks to do it. There is where, I think, the confusion between the principle and the method of carrying out the principle comes in. I do not object to any method of making the Schools available for the children of tenants, so long as it is kept up as a Protestant institution. That is what I have argued all along. Now, these Reports of the two Commissions, one in 1858, the other in 1881, are most important; because really, if the Scheme is allowed to stand as at present, it practically goes against the findings of those Commissions.

94. Mr. Justice O'BRIEN.—Had those Commissions any authority to determine the matter in question? Before you quote those passages I would like to understand from you what legal effect you seek to attribute to them? Those Commissions did not exercise any legal or judicial power of any kind.

Mr. *Carson.*—Of course they did not; I only quote them as the opinions of men who inquired into the subject, and who found at that time that they were Protestant institutions. I am not saying at all that it is *res judicata*.

95. Mr. Justice O'BRIEN—If you were discussing a question connected with property you would think it a strange thing to have opinions expressed by persons twenty years ago quoted for the purpose of determining a right.

Mr. *Carson.*—I do not seek to use them in that way. I submit them merely as the opinions of men who had inquired into the question.

96. Lord Justice FITZGIBBON.—This Commission is sitting under the authority of an Act of Parliament, the other Commissions were holding inquiries to form a basis for future legislation. We are empowered to legislate, subject to the approval of His Excellency in Council, and of both Houses of Parliament. We are drafters of what is to have the authority of an Act of Parliament, if the Privy Council sanction it and neither House disapproves it. But on the point of *cy pres* take the test case of one of those Schools being in a locality where there are now no pupils at all to take a Grammar School education. That case practically arose at Ennis; there you would be brought face to face with the question whether *cy pres* you should give an education of a different character to the inhabitants of the locality, or should give the Grammar School education to the inhabitants of another locality. You appear to be of opinion that it would be our duty to continue to give a Grammar School education, but to go elsewhere; and I think you may be helped in that by this reason: that there is now ample provision for primary education everywhere, and that there is greater need of endowments for Grammar School education. It would appear to me to be an answer to Dr. Molloy's point, so far as that the tenants on the estate can take advantage of the National Schools for primary education, but that there is no such provision for Intermediate education. But what do you say to the point that you ought to give Technical education, and that it is needed where Grammar School education is not?

Mr. *Carson.*—I think it would be open to us to do that.

97. Lord Justice FITZGIBBON.—I am bound to say that I think a considerable amount of this endowment might be made much more useful than it is, without taking anything away from anybody.

Mr. *Carson.*—The Scheme presented by the Governors provides for the diminution of the number of English schools.

98. Monsignor MOLLOY.—We propose to carry out the same policy.

Mr. *Carson.*—We cannot immediately get rid of them, but we are gradually doing it. The figures which Lord Justice FitzGibbon quoted this morning show that that class of schools get on better under the National system. I am not objecting to any method which may be hit upon which would turn the money to the best possible account; my only argument is with reference to a mixed Governing Body, which would eventually turn the endowment aside from the purposes Erasmus Smith had in view.

99. Lord Justice FITZGIBBON.—The question remains whether that was his primary motive?

Mr. *Carson.*—I won't say it was his primary; I say it was his essential motive. What occurs to me is, that it is a mistake to say, if a man says "I will give money to support Protestant education," that he has two motives, one education, and the other Protestantism.

100. Monsignor MOLLOY.—What Erasmus Smith said was practically this:—"I wish to give education to the children of my tenants, and I require them to conform to the Protestant religion as a condition of receiving that education"; and if you find that they will not take education on that condition, will not the question arise whether his desire to give them education, or his desire to enforce the condition, is to prevail?

Mr. *Carson.*—No, certainly not; that would be an easy means of turning a Protestant endowment into a Roman Catholic one.

101. Mr. Justice O'BRIEN.—Suppose Erasmus Smith were now living, we could say to him, "you left this money for the education of children on your estates on condition that they became Protestants, but they won't become Protestants, what are we to do with the money?" What answer do you think he would make to that? Would he not say, "give me back my money, as the thing has failed"?

Mr. *Carson.*—I don't know what answer he would make, but I am sure he would not say "give it to schools of the Roman Catholic religion."

102. Lord Justice FITZGIBBON.—There is one thing certain, that the Court of Chancery would not give back

Oct. 19, 1892.

the money in such a case. That question was decided long ago, and in several cases against heirs and next of kin. Whatever is to be done with the property, the founder's heirs and next of kin won't get it.

Mr. *Carson.*—I would like to see any case where it has ever been decided that a bequest made for the purpose of propagating one religion has been applied for the purpose of propagating the opposite religion.

103. Mr. Justice O'Brien.—The *cy pres* doctrine cannot be applied unless you assume that the object has failed.

Mr. *Carson.*—The object was to educate persons who conformed to the Protestant religion. The Scheme proposes to leave out the words "Protestant religion," and gives no efficacy to what he says, "if they don't conform, then expel them." Are you not, in doing that, defeating the very means he devised for the purpose of bringing them up in the Protestant religion, and applying his money for the very opposite purpose, namely, bringing them up in the Catholic religion? Now, there are some authorities to which I wish to refer.

At this stage the Commission adjourned.

Oct. 20, 1892.

PUBLIC SITTING—THURSDAY, OCTOBER 20, 1892.

At the Four Courts, Dublin.

Present:—The Right Hon. Lord Justice FitzGibbon and the Right Hon. Mr. Justice O'Brien, Judicial Commissioners; and the Right Rev. Gerald Molloy, D.D., D.Sc., Anthony Traill, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. Wilson, D.D., Assistant Commissioners.

N. D. Murphy, M.A., Secretary, and F. Redmond, B.A., Assistant Secretary, were in attendance.

SCHEME No. 144.—ERASMUS SMITH'S ENDOWMENTS. OBJECTIONS AND AMENDMENTS —*continued.*

The same persons and bodies were represented, or appeared in person, as on the previous day.

Mr. *Carson.*—With reference to the "English Schools" I am asked by the Vice-Chancellor to mention that after the National Board published their regulation in 1891 admitting to the advantages of the National system schools that had not sufficient numbers to be admitted under the old regulations, the Governing Body of Erasmus Smith's Charity passed a resolution that it be referred to the Standing Committee to inquire into the possibility and propriety of the Governors availing themselves of the aid of the National Board for their English schools, and to suggest arrangements for that purpose. That came before the Standing Committee, but it was agreed that the matter should be postponed pending the result of the present Scheme. Your lordships will therefore see, that as far as the Governors are concerned, they are of the opinion that Lord Justice FitzGibbon stated yesterday, that it would be better by degrees to get rid of the English schools, and to put them under the National Board.

104. Mr. Justice O'Brien.—What number of those schools existed at that time?

The *Vice-Chancellor.*—There had been one hundred and twenty, but they were reduced to forty.

105. Lord Justice FitzGibbon.—The largest number of English schools at any time in connection with the Board of Erasmus Smith appears to have been one hundred and forty, and when the Vice-Chancellor gave evidence in 1880 the number had been reduced to one hundred and two. We quite understand that the action of the Governors, with regard to those schools, has been in the direction which, upon consideration of the matter, we recommended in the Draft Scheme. I omitted to mention yesterday the change made in the rule of the National Board in 1891. The alteration was that they now give a class salary to a school with a smaller attendance than previously. Formerly they would not give a class salary to a school with a smaller average attendance than thirty. Now they give a salary to schools of between twenty and thirty. But they always gave a capitation grant on the attendance; and the amount of this grant, even in schools below thirty, was larger than the amount of the contribution given by the Erasmus Smith Board; therefore the policy which dictated that schools should join the National Board with an attendance of thirty five, equally extended to schools with an attendance down to twenty, though of course the advantage was less, because the difference is not so great between the capitation grant and the Erasmus Smith's grant as it is between the salary and the Erasmus Smith's grant. I wish also again to call attention to the fact that if a school, when in connection with the Board of Erasmus Smith, has an attendance say of twenty, it should not be assumed that that would be the attendance after the school is placed under the National Board. We have all been struck with the large increase, especially in the smaller schools, which has always taken place in the attendance after the schools have been placed under the National Board.

The *Vice-Chancellor.*—What I wished to point out was that, quite independent of any action of the Commissioners, when the new regulation came out, we took it into consideration, with the view of placing as many of the schools as we possibly could under the National Board.

106. Mr. Justice O'Brien.—Long before that new regulation was made, a great reduction had been effected in the number of those schools.

The *Vice-Chancellor.*—Certainly. It is, however, right to say that some of the schools are so small that it would be impossible to get a sufficient grant, even under the new system: it could only come in aid of a grant from some other body.

107. Lord Justice FitzGibbon.—That would be so in cases where the present attendance would repre-

sent what would be the attendance if the school were placed under the National Board; but that assumption cannot be generally made, as the figures before us show that when the schools are put under the Board the attendance largely increases. Of course the case of each school should be separately considered by the Governors, on the facts before them. As I am on the subject, I may mention that in the Parochial Schools of the Diocese of Cork, under the operation of the new Diocesan Schemes, which have now completed their first year, the attendance of Church children has increased by 330 since the Schemes were adopted. I state that on the authority of the Bishop of Cork.

The *Vice-Chancellor.*—Our object for some years past has been to reduce the number of the English schools.

Mr. Justice O'Brien.—Yes; you stated so most explicitly in your evidence on the former inquiry.

108. Lord Justice FitzGibbon.—We should be very glad to help you in that. No matter what Scheme may eventually be adopted, we are at one upon that matter. The two difficulties in the way are, first, the conscientious objection on the part of some clergymen to come under the National Board.

The *Vice-Chancellor.*—We are not now affected by that at all.

109. It was one of the difficulties you mentioned in your evidence.

The *Vice-Chancellor.*—It was, at one time, but since that time there has been a great change.

110. The second difficulty was that the National Board are prevented by the Treasury from taking into connection any school with a teacher over a certain age. The evidence we have had before us would go to show that in many cases to pension off the old teachers would really be a saving, besides increasing the efficiency of the schools.

The *Vice-Chancellor.* — There were two or three cases in which we kept on schools that might have got a grant from the Board, because the masters had been a long time in our service, and we thought it better, as a matter of economy, to keep on the schools, rather than pension them off, and we did not like to turn them out on the world at an advanced time of their life, as they were still capable of giving instruction; for that reason, but only in two or three cases, we have kept on the schools where the masters, owing to age, or not being able to get certified, could not come under the Board. I may mention that an additional saving was effected by the reduction in the number of the schools, in this way: the former salary of our Inspector was £500 a year, but when the great reduction was made in the schools his salary was reduced to £300. Mr. Rudkin is the Inspector of our English schools, and a very experienced and competent man.

Lord Justice FitzGibbon.—Now, Mr. Carson, we are ready to hear you, in continuation of your argument.

Mr. *Carson.*—I have taken advantage of the adjournment to look into the Act and the authorities relating to the Endowed Schools Commission in England, but, as far as I can see, I think the authorities in England will help us very little in adjudicating upon the Irish statute, for the statutes are entirely different. However, any effect they have is entirely in my favour; and a comparison of the statutes will show that wherever there was an intention to give a Commission the power of taking away the denominational character, either of the Board or of the education, it is given in express terms by the Act of Parliament. The English Endowed Schools Act of 1869, by its 17th section, enacts that

"In every scheme (except as hereinafter mentioned) relating to any educational endowment, the Commissioners shall provide that the religious opinions of any person, or his attendance or non-attendance at any particular form of religious worship, shall not in any way affect his qualification for being one of the Governing Body of such endowment."

And as to the religious education to be given in a school you will find that the question of a Conscience Clause is specifically provided for in the 15th and 16th Sections. The 15th Section says:— *Oct.* 20, 1892.

"In every scheme (except as hereafter mentioned) relating to any endowed school or educational endowment, the Commissioners shall provide that the parent or guardian of, or person liable to maintain, or having the actual custody of, any scholar attending such school as a day scholar, may claim, by notice in writing addressed to the principal teacher of such school, the exemption of such scholar from attending prayer or religious worship, or from any lesson or series of lessons on a religious subject, and that such scholar shall be exempted accordingly; and that a scholar shall not, by reason of any exemption from attending prayer or religious worship, or from any lesson or series of lessons on a religious subject, be deprived of any advantage or emolument in such endowed school, or out of any such endowment, to which he would otherwise have been entitled, except such as may by the scheme be expressly made dependent on the scholar learning such lessons."

That is in reference to day scholars. As to boarders, it is provided by Section 16:

"In every scheme (except as hereinafter mentioned) relating to an endowed school, the Commissioners shall provide that if the parent or guardian of, or person liable to maintain or having the actual custody of, any scholar who is about to attend such school, and who, but for this section, could only be admitted as a boarder, desires the exemption of such scholar from attending prayer or religious worship, or from any lesson or series of lessons on a religious subject, but the persons in charge of the boarding houses of such school are not willing to allow such exemption, then it shall be the duty of the Governing Body of such school to make proper provision for enabling the scholar to attend the school and have such exemption as a day scholar, without being deprived of any advantage or emolument to which he would otherwise have been entitled, except such as may by the scheme be made expressly dependent on the scholar learning such lessons."

In other words, they would have to board him out. The Act of Parliament specifically provides that those matters are to be put in the Scheme.

111. Lord Justice FitzGibbon.—The Sections you have read are both qualified by the words "except as hereinafter mentioned."

Mr. *Carson.*—Yes; but on the general scope of schemes the Act specifically makes those provisions, and then come the sections relating to cases where, in the foundation deed, there are express terms as to denominational education; and they are excepted from the foregoing provisions. That is provided for in the 19th section.

112. Mr. Justice O'Brien.—Read the excepting clause in the 19th Section.

Mr. *Carson.*—

"A scheme relating to (1) any school which is maintained out of the endowment of any cathedral or collegiate church, or forms part of the foundation of any cathedral or collegiate church; or (2) any educational endowment, the scholars educated by which are in the opinion of the Commissioners (subject to appeal to Her Majesty in Council as mentioned in this Act) required by the express terms of the original instrument of foundation, or of the statutes or regulations made by the founder, or under his authority in his lifetime, or within 50 years after his death (which terms have been observed down to the commencement of this Act) to learn or to be instructed according to the doctrines or formularies of any particular church, sect, or denomination, is exempt from the foregoing provisions respecting religious instruction and attendance at religious worship——"

113. Mr. Justice O'Brien.—There is a remarkable clause in that: "which terms have been observed down to the commencement of this Act."

Mr. *Carson.*—Yes; that is where the charity has maintained its particular denominational aspect down to the commencement of the Act. The force of it is, that in the case of other charities it required the specific sections I have read, in order, in the opinion

Oct. 20, 1892.

of the Legislature, to enable those exemptions to be made in the scheme.

114. I see your argument; but the express provision in the 18th section is adapted entirely to the less wide effect of the general excepting section of the English Act of Parliament. It was intended to supplement a previous exception from the jurisdiction of the Commissioners, less wide than there is in the Irish Act. Has your attention been directed to the exceptions in the Act of 1873?

Mr. *Carson*.—I am quoting from the Act of 1869.

115. They should both be read together.

Mr. *Carson*.—Yes; but my argument on the construction of this Act, passed before the other statute, remains unaffected; I submit a strong argument is to be deduced from the express powers given to the Commissioners under that Act. The judgment of Lord Selborne in the St. Leonard's School case, goes a long way, although it goes on the specific terms of the Act of Parliament, to show that, if there were not those provisions in that Act of Parliament, the same principles which guide the Court of Chancery would be applicable to those schemes. My argument is that you have, in the present case, such an indication of intention on the part of the founder (which is more a conclusion of fact than of law) as should lead you to come to the conclusion that he meant it to be a denominational charity. The only other case bearing on the question upon that statute that I have been able to find, is reported in Law Reports, 15th Appeal Cases, page 181, the Christ's Hospital case. In giving judgment in that case the Lord Chancellor says:—

"Some objections have been made to the mode in which the Commissioners have dealt with recent endowments, or endowments given subsequently to the 2nd August, 1819, which by section 14 of the Act are excluded from the operation of schemes, except with the assent of the Governing Body. Another important objection taken to the Scheme rests on what are commonly called the Conscience Clauses of the Act, sections 15 to 18. The Scheme embodies them with a modification to be mentioned presently. The Governors contend that their foundation is one of those which, by force of section 19, are partially excepted from the provisions of the preceding sections, being, as they say, specially attached to the Established Church. Section 19 excepts any educational endowment, the scholars educated by which are required, by the express terms of the original instrument of foundation, or of the statutes or regulations made by the founder, or under his authority in his lifetime, or within 50 years after his death (which terms have been observed down to the commencement of this Act) to learn or be instructed according to the doctrines of any particular church, sect, or denomination."

The instruments of foundation contain no directions on the subjects to be taught. To bring the case within section 19 the Governors rely, first on an injunction issued by Edward the Sixth to all schoolmasters of youth, commanding them to teach in their schools the catechism of a certain godly and learned man, probably John Day, but this injunction, whatever its validity, is not a statute or regulation for Christ's Hospital, nor is Day's Catechism a formulary of the Church of England. The Governors next rely on a number of minutes entered in their books according to orders made by them from time to time. From these it appears that in the year 1750, the children were furnished with Dean Nowell's Catechism, that a person was appointed to give them instruction in the Catechism, and that attendance at the catechetical lessons was required of the officers of the house and of two Governors. Nowell's Catechism never was a formulary of the Church of England. It is doubtful whether orders of the kind produced, for appointing an officer, for providing books, for prescribing the places and times of instruction and the persons to attend thereat, are statutes or regulations of the kind contemplated by section 19. It is certain that we cannot find in them any such express terms for requiring instruction in the doctrines and formularies of the Church of England as are necessary to fulfil the requirements of that section. But this part of the scheme contains a provision which, so far as their lordships know, is quite novel. It provides that when exemption from attendance on religious worship or teaching has been claimed for a scholar in the way prescribed by section 16 of the Act, every person in charge of a boarding house of any school of the foundation shall allow such exemption. To this the Governors object, and their lordships think that it is not warranted by the Act. He goes through the sections, and holds that it was not within them. But the reasoning is that he did not conclude as a matter of fact upon the deed of endowment that there was any express intention on the part of the founder to devote the charity to denominational purposes. I am not going back on all I said yesterday, pointing to the introduction of the canons of the Church, and all the other matters that I relied upon. I merely wished to refer you to a few of the cases in support of the propositions I laid down yesterday, that you ought not to divert this property from the religious purposes to which it was originally dedicated. There are very many cases on the subject, and I have selected one or two which, I think, bear out what I have stated to be the principle governing this matter. The first case is that of the Attorney-General *v.* Dean and Canons of Christ Church, reported in 1st Jacob, page 474. In that case there was

"a devise to the Dean and Canons of Christ Church, in trust to constitute and support a grammar school at P., to appoint a master and usher, and pay them certain salaries, and the Dean and Canons to direct the management of the school."

It was held,

"(1.) That the school was to be a Free Grammar School teaching the learned languages."

That bears out what I stated in argument yesterday, in answering what was said about the Schools being beyond what was intended by the founder, that on the authorities the term "Grammar School" had a well-known and technical meaning.

116. Mr. Justice O'Brien.—Is there not a legislative interpretation of it by statute?

Mr. *Carson*.—I don't know.

117. There is an express definition of it.

Lord Justice FitzGibbon.—There are several definitions in the cases. "A school for teaching the learned languages" is really the meaning.

Mr. *Carson*.—Yes, and you will find that in one case the trustees were compelled to teach the scholars Latin and Greek.

Lord Justice FitzGibbon.—They were prevented from using the endowments for Primary education.

Mr. *Carson*.—Yes; and you will recollect that Erasmus Smith has himself put in a proviso, indicating his intention independently of those definitions, for he directs that the children of the tenants who desired it should be taught in the schools to read, write, and cast accounts, so far as it would not interfere with the management of the Grammar Schools.

118. Mr. Justice O'Brien.—Where do you get the words, "so far as it would not interfere with the management of the Grammar Schools"?

Mr. *Carson*.—In Erasmus Smith's rules.

119. Monsignor Molloy.—This is his fourth rule:

"Those children are to be instructed and taught in the Latin, Greek, and Hebrew, according to their respective capacities, and fitted for the University, if their parents or friends desire it; others of them to write and cipher, that they may be fit for disposement to trades or other employments."

Mr. *Carson*.—The rule I referred to was No. 6. You must read them together. He says:

"No child is to be admitted to the Grammar School, or to be under the Head Master, but such as have learned or are fit to be entered into the accidence or some introduction book to the grammar; the Usher may, nevertheless, teach the children of the said tenants to read, write, and cast

accounts, so many of them as the master shall judge will not prejudice his further attendance on the Grammar School."

120. Monsignor MOLLOY.—Yes; he divides the pupils into two classes.

Mr. *Carson.*—That rule shows plainly that his principal object was the Grammar Schools; and it also shows what he meant by the term Grammar School—that it was a school for the teaching of the learned languages. That seems to me to be of great importance, because it has been said, over and over again, that this Charity has developed into a class of schools higher than what were intended by the founder. I wish to show that the schools have been kept strictly within the lines of what the term "Grammar Schools" has always meant.

121. Lord Justice FITZGIBBON.—I never heard any observation to the effect that the Erasmus Smith Grammar Schools had gone beyond the original intention as to the class of education to be given in them; the point made was that when the revenues became larger they were applied to a different class of schools.

Mr. *Carson.*—If you look at the statements made on former occasions when this matter was before you, you will find that it has been said, over and over again.

122. Dr. TRAILL.—What was said was that the education given in the Grammar Schools was above the wants of the tenants on the estates, because there were not among the tenants a sufficient number of persons anxious to take advantage of that class of education. Instead of going forward, the education in the Schools, in one respect at least, would appear to have gone back, because Erasmus Smith prescribed that an essential part of the education given should be talking in Latin.

Monsignor MOLLOY.—The evidence was that the class of education given was higher than what the tenants required. The Vice-Chancellor was asked this question:

"Erasmus Smith declares that he intended by this endowment to provide education for the children of his tenants. Why would you not, then, take some measures to make the education you give available for the children of his tenants?"

The answer he gave was:

"Well, really, as regards the children of the tenants, we have never had any occasion to consider the question; the Schools have become now of a higher class than tenants would very much care to send their sons to; there are no tenants in the neighbourhood of any of our Schools that have applied to send their children there as tenants' children."

Mr. *Carson.*—Of course, the meaning of that evidence is simply this, that the class of tenants' children are not the class that would avail of the Schools, rather than that the Schools were different from those intended by the founder. It is not that the Schools are of a different class from what was intended, but that from the circumstances of the neighbourhood now having changed, the children of the tenants do not wish to avail of what was originally intended for them.

Mr. Justice O'BRIEN.—The Vice-Chancellor's observation went to show that the tenants went away from the Schools, rather than that the Schools went away from them.

123. Monsignor MOLLOY.—I should wish to call your attention, Mr. Carson, to the Act of 1885, under which this Commission is constituted. It is there laid down (Sec. 13.) that

"when the founder of any Educational Endowment has expressly provided for the education of children belonging to the poorer classes, either generally or of a particular class, or within a particular area, or otherwise for their benefit, such endowment for such education, or otherwise for their benefit, shall continue, so far as requisite, to be applied for the benefit of such children."

How do you suggest that this endowment which certainly was intended by Erasmus Smith for the children of a particular class, within a particular area—namely, the children of the tenants upon his estates—should now be applied for the benefit of such children?

Mr. *Carson.*—That is exactly why I thought this matter of such importance. I submit that you must take into consideration the class of persons for whom he wished to provide education, and the character of the education he proposed to provide for them. It is true they were to be poor, and that they were to be the children of tenants. But the word "poor" is a relative word. The sons of farmers might be "poor" in a relative sense, and yet they might have been of a class that would wish to go to a Grammar School and eventually to the University. It is a fallacy to suppose that because he spoke of their being poor, he contemplated a class of persons that would not avail of a Grammar School education. You must take the term "poor" in relation to the education that he wished to provide. They might not be poor, in one sense of the word, but they might be too poor to afford to pay for Grammar School education. That is why I think it is of importance to show that by the establishment of Grammar Schools he meant, not Primary schools, but schools to which such children would go as were intended to learn Latin, Greek and Hebrew, and eventually to go to the University, if they possessed capacity for it.

124. The Act directs us to provide that the endowment shall be applied for the benefit of the class that he intended to benefit, that is, the children of the tenants on his estates.

Mr. *Carson.*—When you say that class, it must mean such portion of that class as would go to a Grammar School, and receive such an education as he lays down.

125. Who require either a Grammar School Education, or such an education as would fit them for trades or other employments.

Mr. *Carson.*—Yes, but that was ancillary, and only so far as would not interfere with the Grammar Schools; and it was in the Grammar Schools it was to be done. You cannot talk of a poor class of tenants, and leave out of consideration what it was that he intended to do. Suppose a man said, "I wish to endow a school for poor scholars who wish to go to the University of Dublin, Oxford, or Cambridge," you would not suppose he meant the children of persons living in the slums, or the children of labourers; you must take the word "poor" in reference to the class of education he intended to provide.

126. But if he left the endowment for the children of the slums, you cannot transfer it to the children of the squares.

Mr. *Carson.*—No. It is quite possible that there may have been tenants on the estates who would wish their sons to be educated in the Grammar Schools, and prepared for the University if they possessed capacity for it. Remember that these estates were let at that time for about £300 a year, and that they now yield a rental of £7,000; so that many of the tenants must have had large interests in their holdings.

127. Lord Justice FITZGIBBON.—The estates from which the children were to come were by no means confined to the lands which were the property of the Governors. The results of our inquiries show that those lands were only a small portion of the estates from which the children of tenants might be derived. If a man gave an endowment for providing Grammar School Education for the poorer class of tenants, say in the county of Dublin, as long as there were any reasonable number of children of that class who wanted that sort of education we could not divert the money to the children of the "*οἱ πολλοὶ*" to read and write. He wanted to provide for exceptionally clever and industrious boys, the sons of tenants on his estates, an education that would raise them out of the class from which they came.

Oct. 20. 1892.

128. Mr. Justice O'Brien.—How can you avoid giving the same construction to the words "poor tenants" in the instrument creating the foundation, and the words "poorer classes" in the 18th Section? Does not the term "poorer classes" mean those who are unable to pay for their education?

Mr. *Carson*.—It meant those who were unable to pay for Grammar School Education.

129. Yes, but on what principle do you debar from education, even in an University, persons by reference to their humble station?

Mr. *Carson*.—I am not asking you to debar anybody. How do we debar them? I say that, instead of concluding from that that you are to found something in the nature of primary schools, it is not a question of poverty, but of the class of education, and of the class of persons who would probably come to take advantage of it. We don't want to deprive anybody of anything; but it is not because he said that he intended to provide education in Grammar Schools for the children of poor tenants, that you are to give an "A B C" education. You must read the words "poor children" in reference to the class of education intended to be given. I rely on the authorities establishing, over and over again, that wherever it was attempted to divert Grammar School Endowments into endowments for primary schools, the Courts have refused to allow the trustees to do so, and have held that Grammar School foundations were intended for the purpose of giving opportunities to persons who, from their poverty, that is, their comparative poverty, could not otherwise give their children the advantages of such an education; and so to enable them to push them on in the world. I refer to the Attorney General *v.* Hartley, 2nd Jacob and Walker, page 253; also the Attorney General *v.* Mansfield, 2nd Russell, 501. I call your attention to the head note in the former case,—

"Where a school, upon the true construction of the instruments establishing it, ought to be a Grammar School, for instruction in the classics, the trustees will not be permitted to convert it into a school for teaching merely English, writing, and arithmetic, though it had ceased, from before the time of living memory, to be a place for classical education, and though it appeared from old regulations that elementary instruction in English had always been one of the objects of the institution."

Another case is that of the Berkhampstead School, Law Reports, 1st Equity, page 102. In that case,

"a school having been founded by letters patent in the town of B. and afterwards incorporated by statute, for the 'teaching of children in grammar freely, without any exaction or request of money, not exceeding the number of 144,' it was held that instruction in Latin and Greek was made imperative by the terms of the foundation."

I have called attention to the case of the Attorney-General *v.* Dean and Canons of Christ Church, where the gift was to the Dean and Canons of Christ Church, in trust, to constitute and support a Grammar School. There was considerable discussion in that case as to how the Scheme should be settled, and eventually it was decided—

"(1) that the school was to be a free Grammar School for teaching the learned languages."

That was the construction the Court put upon the words, "teaching of children in grammar." It was held also,

"(2) that the proper objects were the children of the resident inhabitants of P.; (3) that they must be the children of Protestants, and must be educated according to the principles of the Church of England; (4) that the master might take boarders and day scholars; (5) that the number of free scholars was to be limited, and in fixing the number, the court was guided by the amount of salary originally provided; (6) that the free scholars were to be nominated by the Trustees; (7) that the Trustees were to visit the school at their discretion, and to be allowed their reasonable expenses."

Here is what the Master of the Rolls said in giving judgment:—

"One exception applies to the description of the persons whose children are to be received in the school; and first, with reference to their religious principles. It is admitted on both sides what is the nature of the school. It is founded by a Protestant; it is to be a Grammar School; and, in the absence of other evidence, the court can only establish it on the principle of religious education forming a part of the plan, and that religious education being according to the law of the land. On that both sides are agreed."

The next case, to which I refer, is the Attorney-General *v.* Calvert, 23rd Beavan, 248, which lays down certain principles.

"The first principle applicable to charities is that the intentions of the founder are to be carried into effect, as far as they are capable of being so, and so far as they are not contrary to law, using the word law in its proper and widest signification as including the precepts of religion and morality. If, therefore, the founder has directed that only persons conforming to the Church of England shall be recipients of his bounty, his will must be followed. If a charity be founded to support some religious establishment, or if it seek to promote religious education, as in the case of Lady Hewley's charity, and if, in addition to this, the intentions of the founder are not clearly expressed, or if the instruments of foundation be lost, or even never had any existence, the opinions and religious tenets of the founder have a most material bearing on this question—who are the objects of the charity, and in what manner the trusts of it are to be performed, for the purpose of carrying into effect the general purpose which is known to be the support of religion? In these cases the presumption, in the first instance, is that the founder intended to support an establishment belonging to some particular form of religion, and that he intended some particular doctrine of religion to be taught. The next presumption is, that this establishment and this doctrine was that which he himself supported and professed; and the court will look carefully at his course of life and conduct, and spell out expressions, not merely in the instrument of foundation, but in his will and works, to ascertain what were the doctrines and opinions entertained and professed by him."

That case bears out what I said yesterday, that you were not merely to take the Deed of 1657, but all the documents, including the rules for the management of the Schools, and expressions of opinion of Erasmus Smith, down to the time of his death. I would call your attention to a passage from the judgment in the Attorney General *v.* Calvert at page 256:

"To some extent though in a far less degree the same principle applies when a charity has been founded for the purpose of secular education. Here, in the absence of expressed intention, the Court will not assume that the founder intended any particular religious doctrine to be combined with the secular instruction, but on the contrary, will assume that the object was for secular instruction generally; and that admitting that religious education is to form part of the instructions given, it would still allow each person who needed secular education to obtain the benefit of it, and would not by enforcing particular rules relative to religious instruction prevent all denominations of christians from obtaining the benefit of the instruction so offered. But here, again, if the founder has expressed an intention that religious instruction of a particular character shall form a part of the instruction given, the court will follow that direction although the effect may be to exclude a large portion of the community most in need of charity from deriving any benefit from it."

That bears out in a remarkable degree a large portion of the observations I made yesterday. He continues:

"Both secular and religious instruction may be united together by the founder, and the observations I have already made on the first branch then become applicable, the more so because it is to be observed that no instruction is to be deemed adequate or complete which does not include religious instruction, and that even where secular education alone is the object of the charity, religious instruction is added in such a manner as not to deprive those who sincerely dissent from the religious tenets inculcated of the benefits to be derived from the secular instruction. In such cases religious instruction according to their own doctrines,

is supposed to be afforded to the pupils by their parents or guardians at home."

The case of the Attorney-General *v.* Clifden, 32nd Beavan, page 596, is of use in the present case, because it was one of the constitution of a governing body of a particular denomination, but allowing the pupils to come in and take the benefit of the secular education given, without conforming to the religion of the governing body. In that case the Court having inferred, from reference to the Parish Church, in the deed of endowment, that a school founded in 1601 was a Church of England School, held that the trustees, and the schoolmaster also, if possible, ought to be members of that Church, but that the instruction was open to scholars of every denomination.

The terms of the deed were:—

"Forasmuch as there are very many people dwelling within the town and manor of Broughton and Bossington, in the county of Southampton, and many children and youth doth there daily increase, which for want of teaching and instruction are bred up in rudeness and ignorance, the cause of much harm and enormity in the commonwealth, Witnesseth therefore these presents, that the said Thomas Dowse, to and for the maintenance and continuance for ever hereafter of a schoolmaster for the instruction and teaching of the children and youth of the inhabitants within the said parish of Broughton, to read, write, and cast accounts, to the intent thereby that they may be better enabled to know and reverence Almighty God, obey their sovereign prince and parents, and may be more apt and readily prepared either for schools of higher learning or otherwise to be bound as apprentice in some laudable trades and science, or else be employed in husbandry or other good labour and course of life for getting of their living."

Then he gave certain hereditaments to eight trustees

"Upon trust for and to the maintenance of such a meet and fit schoolmaster as the trustees, or a majority of them, should appoint, to be resident and abiding in the said parish for the teaching and instruction of the children of such as shall inhabit within the town and manor of Broughton and Bossington, to read, write, and cast accounts, as aforesaid."

It further set out that he had resolved to acknowledge the deed in Chancery, and that one part thereof should be committed to the custody and safe keeping of the churchwardens for the time being of the said parish of Broughton, and should be there entered and remain for memory in the book of the said parish, commonly called "the Book of Christenings and Burials," and it provided that if there should be, at any time, no schoolmaster provided, notice thereof should be given publicly at the time of divine service in the Parish Church, or immediately after. That was the only indication as to religion that notice was to be given publicly in the church when any vacancy occurred in the office of schoolmaster; and the court inferred from that that the school was a Church of England School, and framed a scheme, making the governors and schoolmaster of that particular denomination, but as there was no restriction in the deed put upon the religion of pupils who might come to the school, the scheme left it open to pupils of every denomination. I have referred already to Baker *v.* Lee, 8th House of Lords Cases, 495, and the importance of that case upon the present branch of my argument is that for a period of 156 years Dissenters had been appointed upon the governing body of the school, and the Court below had held that Dissenters could be appointed, but the Lords Justices dissented from that view, and in the result the House of Lords affirmed the judgment of the Lords Justices that Dissenters could not be appointed.

130. Mr. Justice O'Brien.—They were equally divided, and consequently the decision of the Lords Justices was affirmed.

Mr. *Carson.*—They were equally divided as to the second branch of the trust, which was for the repair of highways and bridges, which was a matter that could not involve any question of a denominational character; but if that had been left out of the case you will see that their lordships would all have affirmed the opinion of the Lords Justices. In the case of the Sherborne Grammar School, 18th Beavan, 256, you will find that it was laid down that the date at which the foundation was made is to be taken into account, and that the Court are to look to what was the established church at that time; and great stress was laid in that case upon the fact that there was a direction as to episcopal sanction of certain regulations for the school. You will remember that in the Charter establishing the present schools the Bishop was to be consulted in all cases of the appointment of Schoolmasters. I might refer to another case, the Stafford Charities, 25th Beavan, page 28. The cases all lay down the same principle, that if you find that the founder desired to impress upon the Charity a particular denominational character, then, in settling the scheme, you are bound to carry out that intention. I have looked through a number of those cases, and through the Digests that contain all the cases, and I can find no case in which it was suggested that by reason of the failure of the object, a charity which the founder impressed with a particular denominational character has been perverted to any other denomination. There is one other case to which I may refer, that of the Campden Charity, Law Reports, 18th Chancery Division, 310. I cite that case in order to show that when a scheme is brought in by the governors of a charity, based on the mode in which they have been administering it, and having due regard to the intentions of the founder, and to the change of circumstances, and the increase which has taken place in the funds, the Court will sanction it. The income in that case had increased from £10 to £2,000 a year, and what had been a village when the charity was established had increased to a large town; and it was held under those circumstances that they were not bound to adhere to the strict original idea of the charity, and they were allowed to extend the educational purposes, and apply the fund generally for such education as would be beneficial to the locality.

131. Mr. Justice O'Brien.—Have you found any case where the objects of the charity were not merely persons belonging to a particular area or class, but a class in relation to whom there existed a link of property between them and the founder, such as existed in the present case? Have you found any case in which the provision made was for persons who were actually engaged in producing the very fund from which the charity was given?

Mr. *Carson.*—The only case I have found of that kind was one where the charity was for a particular congregation of a Presbyterian church; and there they extended it, as the funds of the charity grew, not merely to the congregation of that church, but churches in other towns.

132. That is not what I mean. That congregation was not engaged in producing the fund.

Mr. *Carson.*—With great respect, I do not see how that can influence the matter.

133. Could you contend that if Erasmus Smith had given money for the education of members of his own family, it could be dealt with on the same grounds as if it was given for the education of the public at large?

Mr. *Carson.*—That would not be a charity.

134. It would be a charity; not precisely the same as this, but still analogous to it.

Mr. *Carson.*—I think not, with great respect. It would not be sufficiently public to make it a charity. But with reference to the question you asked me, how can any difference arise from the fact that these people paid rents, and contributed to the fund out of which the charity was supported?

Lord Justice FitzGibbon.—I don't think mere payment of rents would make any difference; there were certain of his estates for the tenants of which

Oct. 26, 1892.

he practically did not provide any educational advantages at all.

135. Mr. Justice O'Brien.—If it made no difference why did he select that class of persons, who were only related to him by that circumstance?

Mr. *Carson.*—It seems to be assumed that they were the only class that were to be benefited, whereas they were only one of the classes for whom education was provided.

136. Monsignor Molloy.—They were to have the preference.

Mr. *Carson.*—Yes, but nothing more than a preference.

137. There were only two classes specially mentioned: first, children of tenants upon the lands of Erasmus Smith; secondly, twenty poor scholars who lived within two miles of the schools.

Mr. *Carson.*—And also other inhabitants of the neighbourhood.

138. Lord Justice FitzGibbon.—I should be glad to be referred to the document in which that phrase is contained.

Mr. *Carson.*—It is in the Charter of Charles the Second; you will find it at page 14 of the little book:

"And we do hereby declare, that if the said rents, revenues or profits of all or any of the manors, lands, tenements, goods or chattels, at any time to be granted or conveyed to the said Governors of the said schools, or their successors, for the maintenance of the said schoolmasters and scholars, shall happen to increase or be raised or augmented to a better or greater yearly value than formerly the same was, or that the rents, revenues and possessions of the said schools shall be further increased by the determination of any former estates in the said possessions of the said schools, or otherwise, then all and every such increase shall be employed to the maintenance of more and other scholars to be placed in the said schools, or to the further augmentation of the allowances of those persons that for the time being shall be in the said schools, according to the true intent and meaning of these presents; and as far as may consist with such further declaration touching the employment of the surplusage as is hereinafter mentioned, shall not be converted or employed to any private use."

139. Monsignor Molloy.—All the original documents before us show that he intended the children of his tenants to have the preference. In all the documents they are the first to be provided for.

Mr. *Carson.*—Yes; but on the other hand there are several passages showing that by "other scholars" he meant persons outside the tenants on his estates and the twenty poor scholars. You will find at page 25:

"And moreover it shall be lawful for each Master to receive of every scholar at his entrance into the school two shillings, except the twenty poor scholars in each school who are to be privileged as aforesaid, and except the children of the tenants to and inhabitants upon the lands and possessions belonging to the said Erasmus Smith."

140. That shows that the children of the tenants upon the lands, and the twenty other poor scholars within two miles of the Schools, were to receive their education free, but that the others were to pay.

Mr. *Carson*—Yes; but beyond that there was nothing more than a preference given to them. In the Deed of 1657 it is provided:

"The children of the tenants and inhabitants of the said lands, and other the lands of the said Erasmus Smith and his heirs, in Ireland, to be first provided for, and after them such as shall be educated in the said Schools, being poor, and for want of such for the relief of such other poor scholars as in the judgment of the said trustees, their heirs and assigns, shall be held fit to receive the same."

141. My contention is that the children of the tenants on the estates of Erasmus Smith were in all cases to have the preference, and that the others were to come after them. That is apparent in the Indenture of 1657, in the Letters Patent of Charles the Second, and in the Charter.

Mr. *Carson.*—The Charter gives the other children a right to take the benefit of the Schools on payment of two shillings.

142. It says that it shall be lawful for the Masters to require payment from them.

Mr. *Carson.*—Certainly. I apprehend that their admission on payment of two shillings made it practically a free school for them, for the payment was only to be made at their entrance into the school, and suppose they remained there five or six years all they would have to pay would be the two shillings at the entrance.

143. Yes, but the Masters were bound to give free education to the children of tenants and to the twenty poor scholars living within two miles of the Schools.

Mr. *Carson.*—Quite so; they were to be absolutely free; but the benefits of the Schools were not limited to them. Now, before I sit down, I would merely say, as regards the Draft Scheme which has been published—I am not going into the details, but I think that, in framing it, the Commissioners have given the complete go-by to the intentions of the founder of the Charity, to the Scheme put forward by the Governors, and to their own Act of Parliament—I submit that if this Draft Scheme were adopted, it would be practically unworkable, for this reason: it provides for keeping up these Grammar Schools, but makes no provision as to the religion of the Masters, and the Board is to be a mixed Board. The constitution of that Board would of course necessarily change from time to time. It might be exclusively Protestant to-day; it might be exclusively Catholic to-morrow. What would happen would be, therefore, that you would have schools which at one time might be presided over by Protestant, and at another time by Roman Catholic Masters. Is that, I ask, a feasible idea to carry out in this country? Could there be any such public confidence in schools of that kind, as would make them successful?

144. Mr. Justice O'Brien.—If you ask my opinion upon the matter, I say I do entertain that hope. I believe there are a large number of persons in this country who would avail themselves of a neutral school upon the basis of this Scheme.

Mr. *Carson.*—I submit that all experience in this country is the other way. Over and over again it has been urged that it would be better to divide the fund in such cases, between the two great religions, than to attempt to create mixed schools. It is not the experience of any one that has had to do with schools in this country, that such a thing can be successfully done. Does not experience everywhere show that people of one denomination will not send their children to a school where the master is of another denomination?

145. Lord Justice FitzGibbon.—I speak with all respect to those who have framed the Draft Scheme, which I know has cost them a great deal of time and trouble; but on this point that you are now on, if we got rid, for a moment, of the difficulty as to the formation of the Governing Body, before I could say that the Scheme was "expedient," which is the expression in the Act of Parliament, I should like to understand how it would work. Before I could share the hope that Mr. Justice O'Brien has expressed, that schools of this kind, under a mixed Governing Body, would succeed, I should like to see how the Scheme provided for their working; and I do not understand from the Scheme itself, either what the constitution of the Governing Body would be, as a mixed body, or that it would have any continuity or identity of operation. Furthermore, in all cases where a mixed Governing Body has been formed, it has been subject to certain restrictions; but there are no restrictions in this Scheme on the composition or working of this mixed body, the character of which is uncertain, and the duties of which are not prescribed.

Mr. *Carson.*—It does not prescribe any proportions in the denominations of which the Governing Body is to consist.

146. Lord Justice FitzGibbon.—No; but if one might guess, if the Scheme were adopted in its present

shape, the Body would, at first be an overwhelmingly Protestant body; and, as far as I can see, it would probably so continue.

Mr. Justice O'Brien.—It ought to be more acceptable, for that reason. It is unnecessary for you to mask the fact that your real objection to the Scheme is on religious grounds.

Mr. *Carson*.—I do not make any secret of that. I submit that, when you are going to change the character of a foundation which has lasted for over 200 years, I have a right to say that you should, at all events, frame a scheme which will be practically workable, and I say the present Scheme is not one that would be practically workable, but that it is one which, sooner or later, and I think very soon, would have to be altered again.

147. Lord Justice FitzGibbon.—You opened your observations yesterday by the statement that the inevitable result, if the Scheme were adopted, would be that in the end it would become an exclusively Roman Catholic institution. I do not see that. Of course it may possibly be so, but I do not see it on the face of the Scheme; I think the Governing Body would necessarily be, at all events at the commencement, an overwhelmingly Protestant one; and if I am right in that, one of my objections to the Scheme would be that it purports to offer Roman Catholics an advantage, but the offer is illusory. There is no precedent for the formation of a mixed body of which the proportions are not prescribed.

Mr. *Carson*.—That justifies the observation I made as to the unworkable character of the Scheme, for you would have an overwhelmingly Protestant institution, in the face of a declaration by the Commission that it was to be undenominational. Nothing could be more unsatisfactory; and the result would be that after five or six years it would have to be again changed, on the ground that, so far from being what was intended, it was still denominational in its working. The result would inevitably be that you would have again to make a change in order to make it what the Commission had said it ought to be.

148. On that point my view is very strong, that not only does our Act of Parliament not contemplate changes, but it makes it impossible, once a scheme has been adopted, to make any change afterwards, because once a scheme has been adopted no question can afterwards be raised as regards its legality, and it cannot afterwards be changed, except by a statute of the Imperial Parliament.

Mr. *Carson*.—It is a statute I am afraid of.

149. But it could not possibly have been intended that schemes should be framed under this Act which would require statutes to change them. We must do our best to frame a scheme which will not require to be changed. Therefore, I venture to hope that whatever scheme may be framed in this matter will correspond with all the other schemes that we have framed, and will prescribe how it is to be worked.

Mr. *Carson*.—I know it would be urged, and urged with great force, in a short time, that this Commission had decided that the institution should be worked in a particular way, but that in its effect and practical working, it was entirely different. That would be the inevitable result of a Board constituted in such a way, with no regulations fixing how many were to be of one denomination, and how many of another. Further than that I do not think experience shows that Roman Catholics will send their children to a school kept by a Protestant master, and under a Protestant Governing Body; and on the other hand, I do not think Protestants would send children to a school where there was a Catholic schoolmaster, and where the majority of the Governing Body were Catholics. Therefore I say the Scheme, even independent of the other objections I have made to it, would seem to be an entirely unworkable Scheme. I am not going into minute questions, upon which we may differ, in relation to it. Of course, if the question of the intention of the founder is decided in my favour, it must change the whole tenor of the Scheme. We have put forward what we think a better Scheme, and which I submit, under the Act of Parliament, ought to be given consideration to. It will be time enough to deal with details when this matter has been decided. Up to the present, the Judicial Commissioners have not agreed upon the principle of the Scheme; and it would be idle to go into minute details of the Scheme which has been put forward. I submit with confidence that you can come to no other conclusion, looking at the different documents and Acts of Parliament, and having regard to the spirit of the Founder's intentions, than that this was a purely denominational charity, attached to the then Established Church, and intended to be a Church Endowment, and that if a scheme is to be settled, it should be settled on the lines that I have indicated.

150. Lord Justice FitzGibbon.—Mr. Dodd, for whom do you appear?

Mr. *Dodd*, Q.C.—I appear for the Intermediate Education Committee of the General Assembly.

151. According to the ordinary practice, counsel would have precedence, if Mr. Dodd wishes, but, as I mentioned yesterday, the Roman Catholic claim is wider than that represented by Mr. Dodd. I believe there is no counsel to represent the claims of the Roman Catholics. Mr. Humphrys, we have your objection, and, subject to Mr. Dodd's right as counsel, we think we might hear you first. We should like you to state how you represent the Roman Catholic claim: in what right, and on whose behalf.

Rev. *David Humphrys*.—I represent children of the tenants of Erasmus Smith's estates in Limerick and Tipperary, the children on the Smith-Barry estates, and on the estates formerly held by Lord Derby in Tipperary.

152. Mr. Justice O'Brien.—Are you ecclesiastically connected with any part of the estates?

Rev. *D. Humphrys*.—Yes, I am curate in the place where a large number of the tenants of Erasmus Smith's estates live. I represent tenants in Limerick and Tipperary; altogether I represent the children of about 1,000 tenants and labourers on the estates. The great bulk of the Endowments are, as you are aware, in those counties. I see by the Report of 1878 that the annual rental of the school estates in Limerick and Tipperary is £6,700, and from the evidence given by the late agent of the estates, there has been little or no reduction made in the Land Courts.

153. Mr. Justice O'Brien.—£6,500 is about the annual amount?

Rev. *D. Humphrys*.—Yes, my lord, and to this are to be added bog rents and the tolls of the fair of Pallas. That was the evidence given before the Commission of 1878; and the late agent of the estates stated in his evidence that there had been little or no reduction in the rents. I am bound to say that the arguments I shall use, if they have any force, will have equal force as regards all the tenants on the estates formerly held by Erasmus Smith, including the estates now held by Mr. Smith-Barry and Lord Derby, and other landlords who have purchased or hold the lands formerly held by him. Now, first, I would say that Mr. Carson's statement on this question appears to me to be one of the best specimens of talking round a subject that has ever come under my notice. He has adorned the fringe of the subject with learned legal disquisitions, which I hope to be able to show you have no more bearing on the question at issue than on the laws that govern spectrum analysis. He has indeed thrown the whole case into Chancery, literally and figuratively. It shall be my effort to bring the case out of Chancery, and to try and rarify, if not dispel, the legal fog which Mr. Carson has succeeded in throwing round it. Now, I think I shall best bring before you my amendments and objections to the Draft Scheme by stating what I consider from the Deed of 1657, the Letters Patent of 1667, and

Oct. 20, 1892.

the Charter of 1669, which supply the legal evidence and data upon which we are to proceed, were the true objects and intentions of Erasmus Smith. I submit that those documents supply the real data and evidence as to his intentions, and that they are to be read in the light of the history of the times when they were made; and that, when so read, they leave no doubt whatever that the Erasmus Smith Endowment was left primarily for the education of children of tenants and labourers on his estates in Ireland, and twenty other poor children living upon lands within two English miles of the Schools in Tipperary, Galway, and Drogheda; and, after those had been supplied, for the education of other poor children, without any religious tests. Now, the 13th Section of the Act of 1885, under which you are acting, says, in its third paragraph:—

"Provided always, that where the founder of any educational endowment has expressly provided for the education of children belonging to the poorer classes, either generally or of a particular class, or within a particular area, or otherwise for their benefit, such endowment for such education, or otherwise for their benefit, shall continue, so far as requisite, to be applied for the benefit of such children."

I say that if the framer of the Act of 1885 had specially before his mind the case of the claims of Erasmus Smith's tenants' children, and the other poor children specially mentioned and designed by Erasmus Smith, he could not have better safe-guarded their interests than by this paragraph of the 13th Section of the Act. For Erasmus Smith has been the "founder of an educational endowment"; that is admitted. He has, moreover, "provided for the education of children belonging to the poorer classes"; and "of a particular class," namely, the children of his tenants; and "within a particular area," namely, the area of his estates in Ireland, and within two miles of his Schools in Tipperary, Galway, and Drogheda. On this point the Indenture of 1657, the Letters Patent of 1667, and the Charter of 1669, are as explicit as the Act of 1885; and Erasmus Smith has himself told us, and left on record, why he made this provision, namely,

"the great and ardent desire which he hath that the poor children inhabiting upon any part of his lands in Ireland should be brought up in the fear of God and good literature and to speak the English tongue";

and he directs how his intentions were to be carried out. He directs five Schools to be built; and he fixes the particular sites on which they were to be built; all were to be built upon his estates, or near them. He had not at that time, it is to be borne in mind, acquired all the estates he expected to get. He commands his trustees who were to build the Schools to give education to the children of all his tenants; for he says:

"And the intention of all parties to these presents is that the children of the poor tenants inhabiting on the lands aforesaid, and the children of such as are poor and lived by their labour, are to be taught at the said Schools free and without paying anything for their teaching to the said Masters."

I should mention that he had appointed salaries for the Masters of the Schools. He then provides for University Education by giving University Exhibitions "to such of the said tenants on the said lands their children as shall be made fit for the University or Trinity College near Dublin"; and he directs that the children of his tenants are always to have the first claim on those Exhibitions. He says:

"Provided that in the first place the children of the tenants and inhabitants of the said land and other the lands of the said Erasmus Smith and his heirs in Ireland to be first provided for, and after them such as shall be educated in the said Schools being poor, and for want of such for the relief of such other poor scholars as in the judgment of the said trustees shall be held fit to receive the same."

Those are the provisions of the Deed of 1657. The Letters Patent of 1667, ten years afterwards, prescribe: that after the Schoolmasters shall have received specified sums—I find I made a mistake in stating that the salaries were fixed by the Indenture of 1657, they were not; they were fixed under the Letters Patent of 1667.

Mr. *Dodd.*—The Schoolmasters were allowed salaries of £40 a year under the original deed; you were right in that.

Rev. *D. Humphrys.*—Yes; and the Letters Patent, following the Deed, provide that

"the said Schoolmasters shall, without fee or reward, instruct the children of poor tenants dwelling on any of the lands aforesaid, or on any lands belonging to the said Erasmus Smith, or within two miles of the said Schools";

and afterwards it was provided

"that the Trustees shall employ all their residue of the said rents and profits in Pensions or Exhibitions to such poor scholars to be educated in the said Schools as shall become students in the said University or Trinity College, not exceeding £8 a piece yearly for one of such poor scholars, provided always that the children of poor inhabitants on the lands of Erasmus Smith, his heirs and assigns, shall be preferred for the said yearly Pensions or Exhibitions in the said College or University before any other."

The Charter of 26th March, 1669, after providing for the foundation of three Grammar Schools in Drogheda, Galway, and Tipperary, ordains:

"That the said free schools shall, from henceforth for ever hereafter, be, remain, continue and be connected employed and used for free schools for the teaching and instruction of twenty such poor children or scholars who shall dwell or inhabit within two English miles of the said respective schools, and also for the teaching and instructing of all and every of the children of the tenants of the said Erasmus Smith, his heirs, executors or assigns, at what distance soever from the said schools such tenants shall dwell or inhabit, according to the true intent and meaning of these presents."

Now, according to these documents, the Indenture of 1657, the Letters Patent of 1667, and the Charter of 1669, Erasmus Smith has, in the words of the Act of 1885, "expressly provided," nay, most expressly provided "for the education of children belonging to the poorer classes." The words "poor children," "other poor children," "such of the poor as live by their labour," and like expressions occur over and over again. In fact he has left his endowments exclusively for the education of the poor, except in so far as any of the tenants on his estates may be rich. And here I would call attention to what I have seen in the evidence—the Lord Justice referred to it yesterday in his opening statement—that both he and the Vice-Chancellor have held Exhibitions in Trinity College out of this endowment. I presume neither the Vice-Chancellor nor Lord Justice FitzGibbon was the son of any of the tenants on the estates of Erasmus Smith; I presume they were not "poor scholars," and I presume they were not educated at any of the schools. They have, then, directly violated the spirit and the letter of Erasmus Smith's intentions by holding those Exhibitions. Again, by an Act of Parliament called the "Transplantation Act," passed during Cromwell's government, in 1653, every Catholic was obliged to transplant himself to Connaught, on pain of death, except husbandmen not valued to more than £10, labourers, and artisans. Now, that is very important upon a point that I have seen discussed. It has been stated again and again that the tenants on the Erasmus Smith estates are too poor, and do no require Grammar School Education. But that is directly contrary to the view of Erasmus Smith; because after the Act of Transplantation in 1653, no Catholic farmer was allowed on the estates if his valuation was £10 or upwards. There are farmers now on those estates whose valuation is £200; so that the class of children for whom Erasmus Smith expressly provided the education in those Schools was

immeasurably below in the social scale the class now living on those estates. Not only was the class of children for whom he provided the education poorer than those now residing on the estates, but the education itself was of a higher class than that now given in the Schools; because he ordained that Hebrew should be taught in his Grammar Schools. That is a point to which I would specially direct the attention of the Commissioners. It will be admitted, and cannot be denied, that he provided education for the poorer classes. It is also evident, from the Act of Transplantation which I have quoted, that the class of tenants on his estates must have been lower in the social scale than those that occupy the estates now.

154. Dr. TRAILL.—I do not catch your point as to Hebrew being taught.

Rev. *D. Humphrys.*—My point is that the tenants children, for whom he provided the education in the Grammar Schools, must have been, as a class, inferior in circumstances to the tenants that are on the estates now; and notwithstanding that, he ordained a higher form of Intermediate Education for them than that now given, because, in addition to Latin and Greek, he directed that Hebrew should be taught, which is not now taught in the Grammar Schools, and I do not know if it is well taught even in the University of Trinity College. He has provided expressly for the education of "children belonging to the poorer classes," for children of a "particular class," namely, children of his tenants, and "within a particular area," namely, dwelling on his Irish estates, or within two miles of the schools. In fact, I do not think it would be possible to frame an Act of Parliament which would fit in better with the words of this Indenture of 1657, the Letters Patent of 1667, and the Charter of 1669, than the third paragraph of the 13th Section of the Act of 1885. I challenge Mr. Carson, with all his legal knowledge, and his unrivalled powers of language, to draft an Act of Parliament that would more securely protect the interests of the tenants of Erasmus Smith than this 13th Section of the Act of 1885. The 13th Section ordains that "when the founder of an Educational Endowment has provided for the education of children belonging to the poorer classes," in the manner in which Erasmus Smith provided for the education of the children of his tenants, and other poor children, "such endowment for such education shall continue, so far as requisite, to be applied for the benefit of such children." Therefore, the Erasmus Smith endowment must be applied for the benefit of the children of tenants on the Erasmus Smith estates, and other poor children of the class he mentions, so far as requisite. I may be allowed to say that this interpretation of the third paragraph of the 13th Section is the interpretation of Lord Justice FitzGibbon. In the Report for 1890-1891, at question 3044, page 173, speaking of the Ballyroan Endowment, Lord Justice FitzGibbon expressly gives this interpretation of the 13th Section of the Act. There were three places proposed for a school, Ballyroan, Abbeyleix, and Maryborough. The founder had left the endowment for a school at Ballyroan; and Lord Justice FitzGibbon says:—"In framing schemes it is the duty of the Commissioners, with respect alike to the constitution of the Governing Body, and the educational provisions, to have regard to the spirit of the founder's intention, and in every scheme which modified any privileges or educational advantages to which a particular class of persons is entitled, whether as inhabitants of a particular area or otherwise, they shall have regard to the educational interests of such class of persons." And he said the school could not be established at Maryborough, because they were obliged to keep the endowment within the area prescribed, and to give the education to the children who lived in that area; and he said that if it was established at Abbeyleix it might do, because the Ballyroan children could attend there, it being within three miles distance, but they could not put it at Maryborough, because it would be too far away, and to put it at Maryborough would deprive the Ballyroan children of the benefit of the endowment. There was another observation made by Lord Justice FitzGibbon in that case, to which I wish to call attention. It was argued that only an indifferent school could be established at Abbeyleix, but that an efficient school could be established at Maryborough. The Lord Justice replied that to establish an efficient school at Maryborough would be all very well; but it would not be carrying out the founder's intention, as he had left the endowment for the benefit of the people of Ballyroan. I beg to say that that argument applies to the High School in Harcourt Street. It has been said that it is a very efficient school. Well, suppose, for argument sake, that it is, although looking at the numbers, I don't see that it takes many prizes at the Intermediate Education Examinations; but granting the efficiency, according to the ruling of Lord Justice FitzGibbon, in the case of the Ballyroan endowment, it is in direct violation of the founder's intention, and therefore ought not to be continued.

155. Mr. Justice O'BRIEN.—Unless you yield to the argument that the Harcourt Street School has been founded principally, if not entirely, by means of what had been the private property of the Vice-Chancellor, or whoever preceded him in the office of Treasurer, and that he dedicated it to this school. You may contend, of course, that it continued to be part of the endowment, and governed by the general obligation to be expended in the locality.

Rev. *D. Humphrys.*—The Lord Justice said yesterday that there were legal difficulties about establishing the High School in Harcourt Street, but that those difficulties had been got rid of, by means of the Treasurer's poundage. I submit that the Board, in getting out of the legal difficulty, have got into a financial difficulty. According to the statement of the Vice-Chancellor, the Treasurer's poundage in 1885 was (Balance Sheet, 1883) £288 odd. Sixpence in the pound would therefore make the annual revenue more than £11,000, whereas in their Scheme they put down the revenue as £6,000.

156. Lord Justice FITZGIBBON.—The Treasurer's poundage was accumulating for a considerable time, and was kept as a separate fund in the books.

Rev. *D. Humphrys.*—I submit there is another difficulty. By the Act of 1723 the Governors are entitled to keep twenty pupils in the Bluecoat Hospital; but by the expenditure of the poundage it is said they send ten more. The pension of each pupil is £38 a year, and ten times £38 is £380; so that if the Treasurer's poundage is £280, it would not be sufficient to support those ten pupils in the Hostal; £100 more would be required.

The *Vice-Chancellor.*—For the last twenty years the ten additional boys have been discontinued. Twenty is the number.

Rev. *D. Humphrys.*—Well, taking that to be so, I have another difficulty. They expended on the School a sum of £8,000; and at 5 per cent. the interest on that, together with £800 a year which the Governors had to pay besides, would make up the expenditure to £1,200 a year. I should like to know how you could make £288 equal to £1,200? And, besides all this draw on their funds, I find they have accumulations of the Treasurer's poundage now amounting to £3,000 odd. In 1870 they had £20,000 in stocks, which they got principally by selling lands in Tipperary and Limerick. The Vice-Chancellor says they raised £5,000 by selling out stock. I have heard that that was illegal and against the constitutions of the trust. It appears they have wasted the money they got for the lands that were sold. It is certainly a financial difficulty, out of which I cannot see any loophole, that out of £288 a year they are able to pay £1,200. They must have been losing £1,000 a year for years.

Oct. 29, 1892.

157. Dr. TRAILL.—How do you make out the figure £1,200 a year?

Rev. *D. Humphrys.*—They paid £5,000 for the site of the Harcourt Street school, and expended about £3,500 in building the schoolhouse, and also paid money for fitting up and furnishing the Head Master's house, which made the whole amount expended about £7,800, or near £8,000.

158. Dr. TRAILL.—Five per cent. on £8,000 would not be £1,200; it would be only £400.

Rev. *D. Humphrys.*—In 1878 the Vice-Chancellor said they were losing on the Harcourt Street School £800 a year, owing to the pupils not paying the expenses, and that they had to advance £800 a year towards it out of their finances.

The *Vice Chancellor.*—I never said any such thing. If it was said it would not have been true.

159. Mr. Justice O'BRIEN.—There was, at one time, apparently, a necessity to supplement it; but of late years a very small amount of the funds has been applied to the Harcourt Street establishment; in fact it is a self-sustaining and very successful school.

Lord Justice FITZGIBBON.—The precise figures do not affect the question as to whether the expenditure on the Harcourt Street School was outside the trust. There was, no doubt, a serious legal question as to that. But I think the £1,200 a year you mentioned just now was made up partly of money paid towards keeping up the School, and partly of interest on the capital expended in founding it.

Rev. *D. Humphrys.*—Yes. I do not use this argument as against the Harcourt Street School, but I say that it was a direct violation of the founder's intention. I say also that it is impossible, out of £280 a year, the amount of the Treasurer's poundage, to pay the interest on £8,000, and also to pay £800 a year towards the support of the School, and in addition you have the fact that for some years there were ten additional boys maintained at the Bluecoat Hospital. Therefore I say that the Vice-Chancellor and the Lord Justice, in getting out of the legal difficulty, are landed in a financial difficulty, out of which they cannot get. Now, the first argument which the Governors have brought against me is that the Catholic tenants on the lands of Erasmus Smith have not applied for education for their sons in these Schools. The Lord Justice, in examining the Vice-Chancellor, asked him had there been any application on the part of the Catholic tenants for free education for their children; and the Vice-Chancellor answered that there had not. I may as well read the question:

"Is there any record on your books that such an application was ever made by any Catholic tenant to the Governors for the free education of his children?"

Answer—"No."

Now, clearly, the Vice-Chancellor and the Lord Justice want to prove from that that the children of the tenants do not require this education. My reply is that they do require it, and that the only reason they did not apply to the Governors for it is, because they would not take it upon the conditions imposed in the Schools under the management of the Governors of the Erasmus Smith fund. They would not take education in a school which was presided over by exclusively Protestant masters.

160. Dr. TRAILL.—Erasmus Smith prescribed that the Schools should be under Protestant masters.

Rev. *D. Humphrys.*—He was compelled to do that.

161. Dr. TRAILL.—You will have to prove the compulsion.

Rev. *D. Humphrys.*—If you wanted to dine in a town, and there was no hotel in the town but one, the fact of your dining there would be no proof that you approved of the management of that hotel. In the same way, since Erasmus Smith, as I can prove from historical evidence, was compelled to have his Schoolmasters Protestants, and had no choice in the matter, that is no proof of what his real wishes and intentions therefore were. Now, the Vice-Chancellor says that the endowment is not requisite for the tenants, because their children only require Primary Education, and they can get that in the National Schools, and therefore do not require the endowment. I have given an argument already in answer to that, taken from the Act of Transplantation, which shows that the tenants on the estates were necessarily poorer then than they are now; and therefore I say this contention of the Vice-Chancellor is an express violation of the intention of the founder, because it was for the poor children on his estates that he intended this highest class of education. He distinctly orders

"in the first place, the children of the tenants and inhabitants of the said land and other the lands of the said Erasmus Smith and his heirs in Ireland to be first provided for, and after them such as shall be educated in the said schools being poor; and for want of such, for the relief of such other poor scholars as in the judgment of the said trustees shall be held fit to receive the same."

That expressly lays down poverty as an essential condition for getting these University Exhibitions in the case of all children except the children of tenants; no child who was not poor, or who was not one of his tenants' children, was to get an Exhibition. He laid down poverty as an essential condition for anyone getting one of those Exhibitions, unless he was the son of a tenant. I need not point out that these University Exhibitions were intended for a higher class of education than was given in the schools, so that he clearly shows that he intended the higher education for the children of tenants, as well as for other poor children.

162. Dr. TRAILL.—Were University Exhibitions at that time open to Roman Catholics?

Rev. *D. Humphrys.*—They were not; and Mr. Carson founded an argument on that yesterday, that it was only Protestants could be made Fellows, and only Protestants could get Degrees or Exhibitions up to 1792; but my reply to that argument is that Erasmus Smith had no choice in the matter. It was just like the case of the hotel. He should either send them to Trinity College or leave them without University education at all. There was no other University in Ireland, so that he had no choice; therefore no argument as to his real wishes and intentions can be founded on that. But here again I wish to point out another material respect as to which the express directions of Erasmus Smith have been violated by the Governors. These Exhibitions in Trinity College have been given to scholars who have not been (except a few) educated at all in the Erasmus Smith Grammar Schools, who were not sons of tenants, and not poor scholars at all. Erasmus Smith expressly directed that the tenants' children were to get the Exhibitions first—they were to be preferred; the next persons who were to get them were "such as shall be educated in the said schools, being poor"; and then, lastly, "for want of such, for the relief of such other poor scholars as in the judgment of the said trustees shall be held fit to receive the same." You will see that in the case of the two latter classes they must be poor in order to be entitled to get the Exhibitions. But what have the Governors done? They have taken away the Exhibitions, first, from the children of the tenants; secondly, from the children educated in the Schools; and thirdly, from other poor scholars; because they give them to scholars who are able to pay 52 guineas a year for their board and education, or 17 guineas a year as day boys. And yet the Vice-Chancellor has said, over and over again, that the Governors are carrying out the intentions of the founder. Now, I have seen that, in a public speech delivered some months ago, Professor Mahaffy has taken the same view as the Vice-Chancellor.

163. Mr. Justice O'BRIEN.—You are hardly at liberty to quote his speech here; you might have one Professor quoted against another if you did that, as you had one judge quoted against another in a previous part of the argument.

Rev. *D. Humphrys.*—I bow to your decision. I will not quote anything from the speech; but the point to which I wished to draw attention is a very important one. It is said that though the Catholics form three-fourths of the population of Ireland, yet because they are poor they don't require or care for higher education; I wish to combat that. Professor Mahaffy has sneered at the pretensions of the Irish Catholics to Intermediate and University Education. I say that is the very quintessence of flunkeyism.

164. Lord Justice FitzGibbon.—We cannot discuss what has been stated elsewhere about these matters.

Mr. Justice O'Brien.—You may state your own view; you have a right to do that.

Rev. *D. Humphrys.*—My lord, my view is that every man born into the world has a natural right to the full development of all his faculties of soul and body; and it is a sad state of things to find any gentleman holding the opposite view in a civilized country.

165. Dr. Traill.—Don't suppose that Trinity College has adopted an opposite view. The great object of Trinity College is to give education to all classes that can possibly take advantage of it; and no class in the community has been more helped by Trinity College than the poor scholars of Ireland. The one thing, and the only thing, that Trinity College requires is that they shall have abilities to avail themselves of the education. To receive men of no ability, and to assist and hold out inducements to them to acquire an education which would be of no use to them is at least a matter upon which there may be difference of opinion. But Trinity College has always been open to men of ability.

Rev. *D. Humphrys.*—Yes, provided they give up their faith.

Dr. Traill.—No.

Rev. *D. Humphrys.*—Yes, until recently.

Dr. Traill.—You refer to a very old condition of things.

Rev. *D. Humphrys.*—Trinity College was born, reared, and fattened on the property of Irish Catholics, and it has been, for the last 300 years, using its great powers to destroy the faith of the Irish Catholics.

Dr. Traill.—No; certainly not since 1792—we draw the line there.

Rev. *D. Humphrys.*—That was shortly before 1798.

Dr. Traill.—Yes; six years before 1798.

Rev. *D. Humphrys.*—I suppose I would be going beyond my rights if I were to refer to an incident that occurred at the recent Tercentenary Celebration?

166. Lord Justice FitzGibbon.—I don't think you can refer to it.

Rev. *D. Humphrys.*—Well, my lord, another argument of the Vice-Chancellor to prove that the tenants on the Erasmus Smith estates, especially in Tipperary, do not require educational endowment for higher or University education is that the class of children who would wish for that education are not there. In the Report for 1885, when asked, in question 2101, to account for the falling off in the number of day boys in the Grammar School at Tipperary from 28 down to 2, the Vice-Chancellor said, "I do not think there are so many day boys in the country now." I wish to lay before your lordships some statistics showing the number of pupils in the Tipperary district requiring Intermediate Education by giving you the number of pupils that actually attend Intermediate Schools, that is Catholic Intermediate Schools, in that district.

167. Dr. Traill.—What district is that?

Rev. *D. Humphrys.*—The Tipperary district. I take Tipperary as the starting point, and take four other places where we have schools, namely, Doon, Kilteely, Emly, and Galbally. Those places if joined by lines together, would form a sort of irregular pentagon.

168. Mr. Justice O'Brien.—What area would that be?

Rev. *D. Humphrys.*—I will give you the distances. The first line, Tipperary to Doon, is about nine miles; the second, from Doon to Kilteely, is about eight; the third, from Kilteely to Emly, about four; the fourth, from Emly to Galbally, about four; and the fifth, from Galbally to Tipperary, is about seven miles. If it were a circle, the radius would not be more than about four miles. Now, I will give you the number of children attending those schools in 1887. The numbers were:—Tipperary, 50; Emly, 35; Kilteely, 22; Doon, 23; Galbally, 23; total, 153. At Banff, eight miles from Kilteely, there is also a school with 58 Intermediate pupils; so that in one little patch of the district there are 211 children actually receiving, and paying for, Intermediate Education. If we had free schools for Intermediate Education of the children of the tenants, and a University to which they could go, am I not justified in saying the number would be considerably larger?

169. Dr. Traill.—They have Trinity College.

Rev. *D. Humphrys.*—They won't take it.

170. Every Degree is open to them in Trinity College since 1792, for those that have ability; the only test is ability.

Rev. *D. Humphrys.*—The atmosphere of the place would not agree with our religious constitution.

171. That is another matter; don't say that the benefits of Trinity College are not open to them.

Rev. *D. Humphrys.*—My argument is that if we had free Intermediate Schools in that district for Catholic children, if we had free Grammar Schools, and a University Education open to them, of a class that they would accept, and of the benefits of which they could avail themselves, we would have at least 400 attending Intermediate Schools in that district. When you find 211 willing to pay for that class of education, without having the advantage of University Education, it is not too much to say that if they had the advantage of free schools and University Education there would be at least 400.

172. Lord Justice FitzGibbon.—How do you make out that there are 211 actually attending schools?

Rev. *D. Humphrys.*—I have added fifty-eight who are attending the School at Bruff. My argument is that when you find so many attending when they have to pay for their education, that if they had free Intermediate Schools, and University Education open for them, there would be at least 400 in a short time. Now, in the Scheme which I have submitted for your consideration, I have asked for an Intermediate School for boys, and another for girls, at Tipperary.

173. Mr. Justice O'Brien.—Is there a Centre for Intermediate Education Examinations at Tipperary.

Rev. *D. Humphrys.*—There is.

174. What number of Catholic boys, taking one year with another, have gone up for the Intermediate Examinations at Tipperary?

Rev. *D. Humphrys.*—I can get you that information; I have not got it with me, but I have it at home, and I will get it for you.

175. It would be a very important fact to ascertain how many persons have availed themselves of the Intermediate Education system in those localities; although of course it may be said that it affords no measure of the increase there would be, supposing education was free to them. They have to pay for it at present, which is a bar to some extent.

Rev. *D. Humphrys.*—I will get that information for you. I ask for Grammar Schools for boys and girls at Tipperary, and also for a Technical School, which would correspond with the part of Erasmus Smith's directions to fit boys for trades and send them out apprentices. I have also asked for Grammar Schools for boys and girls at Pallas, which is eight miles from Tipperary. You may ask why those schools should be so near. The reason is that those schools were to be day schools; they should be furnished wherever there is a large number of children who, according

Oct. 20, 1892.

to Erasmus Smith's intentions, would be entitled to free education in them; and there is a large portion of the estates near Pallas. Then, again, I ask for schools at Cashel; there is a great need for schools there for boys and girls, and also for a Technical School.

176. That would require a departure from the Scheme which was limited to three schools.

Rev. *D. Humphrys.*—I also ask for Intermediate Schools at Drumbane, which is ten miles from Cashel. The estates of Erasmus Smith there are worth £700 a year. I contend that according to the express words of the Indenture, the Letters Patent, and the Charter, I am asking simply for what Erasmus Smith intended. After the figures I have given, I hope that the argument that the tenants do not require such education will be given up. Now, the next objection brought against my interpretation of the 13th Section is that, according to the founder's intentions, the Governing Body and the Masters of the Schools should be Protestants. The 13th Section says that

"in framing Schemes it shall be the duty of the Commissioners to have regard to the spirit of the founder's intentions";

and all the representatives of the Protestant denominations on the Commission, with the exception of Professor Dougherty, who is no longer a member of the Commission, held that that Section requires that the Governing Body of the endowments should be Protestants, and that the Masters should be Protestants. Now, my argument is that the Governing Body of this endowment should be a mixed body, and that the Masters should no longer be subjected to any religious test. I see, by the observations of Lord Justice FitzGibbon yesterday, that the law has been changed by the Draft Scheme which has been brought in since Lord Justice Naish and Lord Justice FitzGibbon brought in the resolution requiring that the Governing Body should be Protestants.

176A. Lord Justice FitzGibbon.—I did not say the law was changed; the law could not be changed by the change of persons on the Commission.

Rev. *D. Humphrys.*—That observation reminds me of a point which I had forgotten. The authority of Lord Justice Naish was quoted by Lord Justice FitzGibbon as being on his side of the question, and it was said that he agreed with Lord Justice FitzGibbon in holding that, according to the intention of the founder, the endowment should be under a Protestant body, but that there was a question as to which they were not agreed—namely, what should be the constitution of that Protestant body. Now, of course at first sight it appears a strong argument against the view I put forward, that Lord Justice Naish, a Catholic, and an eminent lawyer, who had been Lord Chancellor, should pronounce against it. But I respectfully submit that the question is to be decided rather upon historical than legal considerations; and I shall endeavour to show that Lord Justice Naish did not know the history of the times when Erasmus Smith gave this endowment, and that, if he had known it, he would have given a different opinion.

176B. Dr. Traill.—It was laid very fully and ably before him by Mr. Carton.

Rev. *D. Humphrys.*—Mr. Carton gave no historical evidence, which is the real matter that should decide the point. I do not wish to reflect in any way upon Lord Justice Naish, but he was a Catholic who was educated at Trinity College; and as such I, at all events, would not, without knowing more about him, take him as a representative of Irish Catholics.

Dr. Traill.—That reflection upon Lord Justice Naish is on a par with your reflection upon the Governors of Erasmus Smith's Schools, that they forged those documents.

Rev. *D. Humphrys.*—I will come to that later on. I said I would not reflect upon Lord Justice Naish.

Dr. Traill.—You had better not have made that remark; every one who knew Lord Justice Naish had the highest opinion and respect for him.

Rev. *D. Humphrys.*—There are two classes of Catholics; one consists of those who may be called "Protestant Catholics," who sympathise with Protestants, and the other of those who——

Lord Justice FitzGibbon.—You had better confine your observations to the question which you have raised as to the intention of the founder.

Rev. *D. Humphrys.*—I have been drawn into this discussion.

Lord Justice FitzGibbon.—To some extent you have; but it has now gone quite far enough.

Mr. Justice O'Brien.—I think you will find in the Memorandum that there was no final declaration of Lord Justice Naish's opinion.

177. Lord Justice FitzGibbon.—I stated so yesterday. We were obliged to give directions for the preparation of the Draft Scheme, and we based those directions on the principle which we then thought applicable; both Lord Justice Naish and I then thought that it ought to be framed on the basis of a Protestant Governing Body. That was our opinion at the time; but I am not bound, nor, of course, is Mr. Justice O'Brien bound, by it; and I am sure my late colleague would deny, as I do, that directions of that sort, given for the preparation of a Draft Scheme, amounted to a judicial decision. Our judicial decisions are to be pronounced only on Draft Schemes after hearing the objections. We were of opinion at the time that, according to the intentions of the founder, the governing body ought to be Protestant; but on the second branch of the question, whether it should be open to various Protestant denominations, we did not come to any opinion, as we thought we should require further discussion and further evidence, before we could arrive at any opinion upon it.

Rev. *D. Humphrys.*—Of course it is an awkward thing for me to find that I am combating the opinion of two Lord Justices. I am not a trained lawyer.

178. Lord Justice FitzGibbon.—If you are right in saying that the question is one rather of historical than of legal knowledge, you are in no difficulty through not being a lawyer.

Rev. *D. Humphrys.*—I am very glad that the question of judicial decision has been given up, but the question of authority has not been given up and of course it is a serious thing for me to have to combat the opinion of two eminent judges of the land. It would appear that all the Protestant members of the Commission, with the exception of Professor Dougherty, thought that, according to the 13th Section of the Act, the Governing Body of the endowment should be Protestant, and the Masters Protestant, and of course, that Protestant instruction should be given in the Schools, although they did not agree as to the constitution of the Board, whether it should include Dissenting denominations of Protestants. Now, the interpretation of this 13th Section of the Act is to decide the fate of this Endowment. If the fundamental resolution of 6th January, 1891, upon which this Scheme has been drafted, is correct, there is of course no need of further argument on the point. If the Governing Body is to be a mixed body, as that resolution says it is, and if some of the Masters are to be Catholics, as that resolution says they may, and if there are to be no religious tests in the Schools, as that resolution says there ought not to be, then, so far as I can see, there is no further need of arguing the point. All I would then ask would be so to frame the Scheme as to bring home to all the tenants on the estates of Erasmus Smith, and to 20 other poor children in the vicinity of the Schools, the advantages of the Schools at Tipperary, Galway, and Drogheda, and the advantages of the other Grammar Schools which I hope to see opened in Ireland under this endowment. I submit that the intentions of Erasmus Smith will have been carried out to the letter, and, what is of vast importance, the educational usefulness of the

endowment will be greatly increased, if the view expressed in that resolution is carried out; but as two of the Commissioners have dissented from that resolution, it becomes necessary to argue it. Now, Section 13 of the Act of 1885 contains three distinct paragraphs; and I suppose it will be taken for granted that we cannot give to anyone of those paragraphs an interpretation inconsistent with either or both of the other two. Now, if the Governing Body of the endowment is to be exclusively Protestant, and if Protestant masters only are appointed in the schools, "the poorer classes of children," "of a particular class," and "within a particular area," for the education of whom this Endowment was intended, namely, the Catholic children of the tenants on the estates, and other poor Catholic children within two miles of the Schools, will not attend the Schools, and consequently the endowment will not be applied for their benefit. That is evident from the history of the Endowment. For the last 235 years Catholic children have not attended the schools, except in very small numbers, and for short times. It is also evident, from the admission of the Vice-Chancellor in your Report for 1885; and also from his evidence before the Commission of 1878-1879. At question 2932 the Vice-Chancellor was asked whether, if alterations were made in the management of the Schools, did he think the Catholic children would avail of them. In reply he says:

"I doubt very much if any alteration in the rules would attract Roman Catholic scholars, because there is a strong prejudice among Roman Catholics in this country against sending their children to be educated in schools under Protestant masters,"

and the Vice-Chancellor repeated that opinion again in 1885. The history, then, of the Endowment for 235 years, and the opinion of its recognised head at the present time, both emphatically declare that, if the masters continue to be Protestants, Catholic children will not attend the schools. Now, I call special attention to the words which begin the third paragraph of this 13th Section of the Act of 1885: "Provided always." I maintain that those words qualify the two preceding paragraphs, one of which says that in framing schemes "it shall be the duty of the Commissioners, with respect alike to the constitution of the governing body and to educational provisions, to have regard to the spirit of founders intentions." I read the third paragraph in immediate connection with this. What does it say?

"Provided always," that is, at all times, and under all circumstances, "that where the founder of any educational endowment has expressly provided for the education of children belonging to the poorer classes, either generally or of a particular class, or within a particular area, or otherwise for their benefit, such endowment for such education, or otherwise for their benefit, shall continue, so far as requisite, to be applied for the benefit of such children."

179. Dr. TRAILL.—There would be no inconsistency between those two paragraphs if the Governors remain Protestants, provided some arrangement were made by which Roman Catholic children could get the benefit.

Rev. *D. Humphrys.*—No arrangement could be made by which they would get the benefit.

180 Why so? Why is there such a difficulty as that?

Rev. *D. Humphrys.*—I will tell you that later on. Now, as I was saying, the first paragraph of Section 13 must be read in connection with the third paragraph.

181. You call them "paragraphs," which would appear as if they were distinct; that is not so.

Rev. *D. Humphrys.*—Then I will call them clauses; it does not affect the argument in the slightest. How does the matter stand?

"In framing Schemes it shall be the duty of the Commissioners, with respect alike to the constitution of the governing body and to educational provisions, to have regard to the spirit of founders' intentions: Provided always, that where the founder of any educational endowment has expressly provided for the education of children belonging to the poorer classes, either generally or of a particular class, or within a particular area, or otherwise for their benefit, such endowment for such education, or otherwise for their benefit, shall continue, so far as requisite, to be applied for the benefit of such children." *Oct. 20, 1892*

Therefore we cannot give the first paragraph any interpretation that would cause the Erasmus Smith Endowment not to be applied for the benefit of the children of tenants, and other poor children within two miles of the Schools. But if you make the Governing Body Protestants, and the teachers in the Schools Protestants, you will cause an endowment, which was founded for the education of the children of tenants on the estates, or within two miles of the Schools, not to be applied for their benefit. Now, Lord Justice FitzGibbon will, no doubt, in objection to that, refer me to the letter of Erasmus Smith, dated 6th June, 1682, in which he says:

"If parents will exclude their children, because prayers, catechism, and exposition is commanded, I cannot help it, for to remove that barre is to make them seminaries of Popery."

I deny that that letter is genuine, and I say it ought not to be admitted as evidence in this Court. A coach and four, and not only a coach and four, but a coach and twenty-four, were driven through the rules of evidence before the *Times* Commission; yet even they drew the line somewhere. For instance, against the repeated protests of Sir Charles Russell, witnesses were allowed to say again and again what they had heard a second person say a third person had stated. Still, as I have said, they drew the line somewhere, and even the Attorney-General for England would not admit as evidence the letter alleged to have been written by Mr. Thomas Brennan.

182. Lord Justice FITZGIBBON.—It is right to tell you, with regard to that letter of 6th June, 1682, for this is a matter on which both Mr. Justice O'Brien and I agree, that according to the strictest rules of law, that letter is evidence. It appears in a minute book regularly kept by persons in the discharge of their duty, and in their custody; and it is such an ancient document that no living person can be called to speak upon it. According to the rules of law applicable to documents of such a description, it is evidence. Speaking for myself, I think that the idea that that letter did not in fact exist, and that it is a forgery, is a very wild suggestion. If we were to go into internal evidence, I can hardly conceive anything more natural than this letter in its mode of expression; it appears to me to be quite consistent with all the other documents and facts in the case. I tell you this, with the full concurrence of Mr. Justice O'Brien.

Mr. Justice O'BRIEN.—It is certainly legal evidence.

183. Dr. TRAILL.—Father Humphreys, do you know who were the Governors of the Schools at that time, and present on that occasion? They were the Primate of Ireland, the Provost of Trinity College, and Colonel Sankey, one of the original trustees.

Rev. *D. Humphrys.*—What evidence have you of that?

184. Dr. TRAILL.—The Minute Book. The same kind of evidence that, if you claimed title to an estate 200 years old, you would produce, namely, ancient documents and deeds conferring the title.

Lord Justice FITZGIBBON.—It is important to observe that the document in this case comes from the proper custody. The proper custodians of the Minute Book are the Governors; they have had the custody of the book since 1667.

Rev. *D. Humphrys.*—Then the proper custodians would be the persons who had an interest in forging the letter.

Lord Justice FITZGIBBON.—The persons to whom the letter was addressed were the proper custodians of it in point of law.

Oct. 20, 1892.

185. Dr. TRAILL.—Quite independent of the law, how could you suggest for one moment that such men as the Primate of Ireland, the Provost of Trinity College, and Colonel Sankey would be guilty of such a desperate crime as to get this thing forged?

Rev. *D. Humphrys.*—Colonel Sankey has been accused of another crime.

186. Mr. Justice O'BRIEN.—We cannot allow this matter to be entered into at all.

Rev. *D. Humphrys.*—Will you allow me to answer the question?

187. Mr. Justice O'BRIEN.—No; leaving out of the question the personal character of the persons whose names are signed to that document, what motive could you suggest for their having it fabricated?

Rev. *D. Humphrys.*—The motive I was going to suggest was this: that the Governors of the Erasmus Smith Schools had, against the express direction of Erasmus Smith, taken the endowment altogether from the children to whom he left it, and given it to other children, and it was necessary to save themselves by forging this letter.

188. Dr. TRAILL.—But Erasmus Smith was alive at this time.

Rev. *D. Humphrys.*—Excuse me, Dr. Traill, the question is—Did Erasmus Smith write that letter?—I say it was necessary for the Governors to save themselves by forging the letter.

189. And that they forged it in Erasmus Smith's lifetime, for he did not die till 1691?

Rev. *D. Humphrys.*—Those Minutes were drawn up by persons who had an interest in forging the letter. That interest is clear. The management of the institution, since the time of Cromwell, has been a perpetuation of Cromwell's conduct. The Governors were left this property by Erasmus Smith for the benefit of the children of the tenants.

190. And you think that the Primate and the Provost of Trinity College were parties to a forgery?

Rev. *D. Humphrys.*—That is my opinion.

Dr. TRAILL.—Very well; I merely wanted to know if that was your opinion, and to have a record made of it in the report of our proceedings.

Lord Justice FITZGIBBON.—In my opinion, to suggest that this is not a genuine document, is a very wild suggestion. Look at the Minute Book in which it appears, and which is legal evidence according to the strictest rules, and you will see that the very reverse of what you suggest was the real state of affairs, because the Governors appear to have been doing what they could to bring in the tenants' children, and to bring in Roman Catholic pupils; and Erasmus Smith's letter, which you now suggest he never wrote, appears to have been an answer to some communication which the Governors had sent to him, with the view of getting his leave to do the very thing that you say they forged the document to avoid doing. There is legal evidence of the letter; there is no evidence to the contrary; and you must deal with the case on that basis.

Rev. *D. Humphrys.*—You say there is evidence in the letter itself of its genuineness. I respectfully say there is evidence in the letter itself that it is a forgery. It is stated in the letter that the Erasmus Smith Schools were starved by reason of the number of Roman Catholic Schools which existed at the time; but that is in direct conflict with the history of the times.

191. Dr. TRAILL.—What is your evidence of that?

Rev. *D. Humphrys.*—The persecution of the Catholics. At that time the Catholic Schoolmasters were hunted like wolves; and therefore there could not have been a number of Catholic Schools in the neighbourhood of those of Erasmus Smith.

192. Lord Justice FITZGIBBON.—As bearing on that proposition, and in reference to the history of the time, the letter is very interesting and important. If Erasmus Smith knew anything at all about the condition of the country at the time he gave this property, he must have been satisfied that his intention was capable of being carried out. It is impossible to conceive that he would have given his property to establish Grammar Schools in Ireland, unless he thought that the people would avail themselves of them.

Rev. *D. Humphrys.*—I entirely agree with you in that. Of course he gave the property with the intention that the Schools should be taken advantage of. But I say it is altogether inconsistent with the history of the times to say, as is stated in that letter, that there were many Catholic schools in the neighbourhood of his Schools; because, at that time, as I have shown, every Catholic schoolmaster was compelled, on pain of death, to transport himself to Connaught.

193. Mr. Justice O'BRIEN.—Take care that the argument from history will not tell against you. This letter was written in 1682, when there was a growing feeling of encouragement towards Catholics, under the influence of which Catholic schools would be likely to be established at that time.

Rev. *D. Humphrys.*—I can give you evidence to show that the Catholics had to set up their schools in bogs, and the students had to live in huts around them.

194. It was at that very time, almost, that there was a Catholic Provost of Trinity College—the Rev. Dr. Moore.

Rev. *D. Humphrys.*—That was in the time of James the Second; this letter was written some years before that.

195. Yes, but Dr. Moore must have got his education some time previous to the reign of James the Second. It is entirely an error to suppose that there was not a great deal of Catholic education at that time. Even when the laws against Catholics were most severe, in the time of Elizabeth, the country was full of scholars of the Roman Catholic persuasion.

Rev. *D. Humphrys.*—Looking at the fact that the Catholics were ordered by Cromwell's Act to transport themselves to Connaught or some other place, on pain of death, I don't think it is possible that there could have been many Catholic Schools around the Schools of Erasmus Smith. But now, taking the letter as genuine, I will reply to it.

196. That is quite right. Taking the letter as genuine, you may have a great deal to say with regard to it, on many grounds.

Rev. *D. Humphrys.*—Taking the letter as genuine, I say the express words of the Act of 1885, passed 203 years after it, overrule and annul it. I do not see how that can be disputed, because if the Act of 1722 overruled and annulled the intentions of Erasmus Smith, and engrafted upon his endowment 144 English Schools throughout all parts of Ireland, entirely outside the districts where his estates lay, and also endowed the Bluecoat Hospital largely, and Trinity College largely; if the Act of 1723 did that, I cannot see why the Act of 1885 is not to put aside this letter of Erasmus Smith, and annul it.

197. Dr. TRAILL.—The Act of 1885 says you are to have regard to the spirit of founder's intentions.

Rev. *D. Humphrys.*—I am not dealing with that; I am dealing with the letter of 6th June, 1682; and my argument is, first, that the Act of 1723 set aside and annulled the intentions of the founder.

198. You are wrong in that. It did not set aside his intentions at all. There was then a large surplus, and the Act was necessary to enable the Governors to deal with it.

Rev. *D. Humphrys.*—What was the meaning of the Act of Parliament, if it was simply to carry out his intentions? If the object was merely to carry out the intentions of Erasmus Smith there would have been no necessity for an Act of Parliament.

199. The Governors wanted power to dispose of the surplus.

Rev. *D. Humphrys.*—Precisely so; and an Act of Parliament was passed to set aside Erasmus Smith's intention and give them that power.

200. Not to set aside, but to carry out his intention; the Act was passed to legalise their action.

Rev. *D. Humphrys.*—Yes; therefore their action was illegal before that.

201. Not at all; there was a considerable surplus over and above what was contemplated by Erasmus Smith, and the Act was passed to enable them to deal with it.

Rev. *D. Humphrys.*—My argument is that if the Act of 1723 set aside the intentions of Erasmus Smith, so as to extend the endowment to 144 English Schools, to the Bluecoat Hospital, and to Trinity College, surely the Act of 1885, in so far as it clashes with that letter of 6th June, 1682, must set it aside also. If the Act of 1723 set aside the intentions of Erasmus Smith, so far as to extend the endowment to 146 English Schools, the Bluecoat Hospital, and Trinity College, the Act of 1885 set aside the letter of Erasmus Smith dated 6th June, 1682, in so far as that letter is inconsistent with the Act of 1885. The third clause of the 13th Section of the Act of 1885 is most distinct, and admits of no exceptions. It begins, "Provided always," that is, in all cases and at all times. Reading that paragraph in connection with the previous part of the Section, the meaning is that in framing schemes, the Commissioners shall have regard to the spirit of the founder's intentions as to the constitution of the governing body and educational provisions; but provided always, that where the founder has expressly provided for the education of children belonging to the poorer classes, either generally or of a particular class, or within a particular area, such endowment shall continue to be applied for the benefit of such children. What I say is, that those words overrule and control the first clause of the Section; and that the meaning of those two clauses, when read together, is that in framing schemes the Commissioners shall have regard to the spirit of the founder's intention, but that where the endowment is for the benefit of a particular class of poor children, as it is here, the endowment must be applied for the benefit of such children.

202. Dr. Traill.—That is not inconsistent with a Protestant Governing Body.

Rev. *D. Humphrys.*—Yes, it is, because Catholics won't go to schools where the governing body are Protestants and the Masters Protestants; the children will not avail of such schools; so that to have regard, in that respect, "to the spirit of the founder's intentions" would take away the endowment from the persons for whom he intended it. I say the third paragraph of the 13th Section is the modern charter of the inalienable rights of the tenants' children to this endowment. Mr. Carson appears to have forgotten the existence of this clause; he has sailed round it most majestically. That third clause of the 13th Section is most distinct, and admits of no exception. Nothing less than another Act of Parliament could take away from the children of the tenants of Erasmus Smith's estates their birthright so clearly and distinctly secured to them by that clause. That argument appears to me to be decisive that such a Governing Body ought to be established, and such Schools ought to be provided, as would enable the Catholic tenants on the estates and other poor children in the vicinity of the schools, to avail themselves of the education afforded in them. But one of the most extraordinary things in connection with the discussion on this subject is the momentous import the Protestants seek to give to those vague and shadowy words, "the Commissioners shall have regard to the spirit of founder's intentions." They rely upon those words to take away an endowment of over £10,000 a year from the rightful owners, and to give it to strangers who have no claim whatever to it, and most of whom do not require it. In the first place, I call the attention of the Commissioners to the fact that the Section does not speak of "founders' intentions," but the "spirit of founders' intentions," a far more vague and shadowy expression.

203. Dr. Traill.—Tell us what your own opinion is as to the spirit of his intentions. *Oct. 20, 1892.*

Rev. *D. Humphrys.*—I will, later on. In the second place, the Section does not speak of the founder's religious intentions. It is a remarkable fact that in this Section 13, upon which Protestants ground their argument to take away this endowment altogether from the children of the tenants, on religious grounds alone, there is not a single word about religion. It does not speak of religious intentions. Erasmus Smith may have had, and doubtless had, various intentions in founding the endowment. He may have had benevolent intentions, educational intentions, religious intentions, political intentions, self-seeking intentions, which he certainly had, as is proved by the Act of Settlement, Sec. 16, which provides for his getting land in Drogheda, and the King laid down as one ground of his getting those lands that he might be able to carry out his benevolent intentions of founding free Schools. Now, I ask my Protestant friends, this being so, what right have they to say that the first clause of the Section refers exclusively, or even primarily, to religious intentions? The onus of proving that it does so refer lies upon them. The third clause of Section 13 states, as clearly as words are capable of stating it, that the tenants' children on the estates and other poor children in the vicinity of the schools, are entitled to the benefit of this Endowment; and before my Protestant friends can take it away from them, they must give proof equally clear that the first clause of the Section refers to the religious intentions of Erasmus Smith; and even if they prove that (which I say they cannot), they will not have advanced very far, for even then I say that they cannot, by the shadowy and ambiguous phrase, "the Commissioners shall have regard to the spirit of founder's intentions," take away the clear right of the children of the tenants to the benefit of the Endowment as secured to them by the third clause of the Section.

204. Dr. Traill.—The Section speaks of the constitution of the Governing Body and the educational provisions; you have not given the slightest attention to the founder's intentions as to the constitution of the Governing Body.

Rev. *D. Humphrys.*—I have; and if you had attended to what I have said you would have seen that. I contend that to make the Governing Body exclusively Protestant would take away the Endowment altogether from the children of the tenants, to whom it was given in the most explicit terms by the founder, and whose right to it is secured by language equally clear, in the third clause of Section 13 of your Act. I defy any man to draft a clause which would more clearly secure those rights. Can any one suggest the change of a word in that clause, or that any words could be added that would make the right more distinct? It is a well-recognised principle, in the interpretation of the Sacred Scriptures, that where there are two texts referring to the same subject, one of which is clear, distinct, and unequivocal, and the other vague, indistinct and ambiguous, that the ambiguous text is to be interpreted according to the clear text, and not the clear text according to the ambiguous one.

205. Dr. Traill.—What is the ambiguity in saying you are to have regard to the spirit of founder's intentions with regard to the constitution of the governing body?

Rev. *D. Humphrys.*—I say nothing could be more ambiguous.

206. What is the ambiguity?

Rev. *D. Humphrys.*—Because it is ambiguous. If that phrase is not ambiguous I don't know what ambiguity is. I do not see how you could frame a more shadowy phrase.

207. I wish you would tell me what you consider his intentions were in that respect?

Rev. *D. Humphrys.*—I will tell you later on.

Oct. 20, 1892.

Dr. TRAILL.—You are always saying you will do it "later on."

Rev. *D. Humphrys.*—Now, I speak under correction when I say I presume the same principle that applies to the interpretation of the Sacred Scriptures applies also in the case of the interpretation of legal documents. If there are two statutes bearing on the same subject, or two clauses in the same statute bearing on the same subject, and one is ambiguous and the other clear, I say we are to interpret the ambiguous clause according to the meaning of the clear part of the statute, and not, as Dr. Traill would have us do, interpret the clear part of the statute according to the ambiguous part. I hold, then, that we are to interpret the first clause of the 13th Section, which is ambiguous, according to the clear meaning of the third clause, which is not ambiguous, but distinct and explicit. Therefore I say we are not to give any meaning to the first clause which would make the third clause nugatory.

208. Lord Justice FITZGIBBON.—You might avoid controversy if instead of "ambiguous" you said "general" or "vague."

Rev. *D. Humphrys.*—Then I say the first clause is general and vague, and that the third clause is distinct, clear, and specific.

209. There is no doubt that the principle which you have stated is applicable to the interpretation of legal documents.

Rev. *D. Humphrys.*—Thank you, my Lord. Now, I say that proves that you cannot constitute the Governing Body in such a way, or put such Masters in the Schools as would take away the Endowment from the children to whom it has been left. The Vice-Chancellor's scheme is therefore altogether out of court. But what do the Governors of the Erasmus Smith's Schools say? They say that the Catholic children on the estates are not to get their share of the Endowment, because they will not submit to be instructed in the Protestant Catechism, which they allege was intended by Erasmus Smith; and yet what do we find? The Vice-Chancellor tells you that in point of fact they do not give Protestant instruction to Catholic children attending the schools. That was proved by the Vice-Chancellor in his evidence before the Commission, when he stated that Protestant instruction was not given to any Catholics who attended the Grammar Schools.

210. Mr. Justice O'BRIEN.—If you can show that, upon the legal construction of part of Section 13, there is an inconsistency involved, by reason of the reluctance of Catholic children to attend schools under Protestant management, and if you can make out that that inconsistency is provided for and removed by the other part of the Section, you will go a considerable way towards maintaining your argument.

Rev. *D. Humphrys.*—The Governors have themselves withdrawn the religious instruction in the case of Catholics attending the Schools; and the Vice-Chancellor has left it out in his new Scheme. Thus they themselves prove, and I challenge them to deny it, that as long as they are allowed to keep the endowment in their own hands, they care nothing for what they allege was the primary intention of Erasmus Smith, namely, to make the Catholic children say Protestant prayers, and hear the Bible explained in a Protestant sense. They say that they fulfil the intentions of Erasmus Smith by giving Protestant instruction to the Protestant pupils; that by teaching the Protestant pupils the Protestant Catechism, and reading the Bible, and expounding it to them in a Protestant sense, they are carrying out the intentions of the founder. But I say that they can fulfil those intentions equally well under the scheme I suggest; because by that scheme it is provided that religious instruction is to be given to the children, the Protestants to get Protestant instruction, and the Catholics to get Catholic instruction; so that that is no reason for objecting to my scheme. The object they seek to retain, namely, Protestant instruction for the children of Protestants, will be accomplished equally by my scheme, which contemplates that Protestants shall receive Protestant instruction, and that Catholics shall receive Catholic instruction. I am, moreover, informed that the Governors have actually done this already in some of their Schools, that the Catholic Catechism was taught in one of their Schools in 1888, although that was, at all events, a violation of what they allege to have been the intention of the founder. Therefore, on their own showing, they admit that the intentions of Erasmus Smith would not prevent Catholic education being given to Catholic children; and if that is so, what, I ask, is there to prevent that being carried out by a mixed Board? What is there to prevent the Endowment from being managed by a mixed Board, and so made available for the children who are entitled to it, without any religious tests? I submit that argument ought to settle the question; and I challenge my Protestant friends to give a reply to it. I would also call attention on this point to the statement made yesterday by Mr. Carson; he said they were willing either to accept a Conscience Clause, or to withdraw it. That is to say, so long as they are left in the management of the endowment, they don't care what were the intentions of Erasmus Smith. All they want is to be continued in the management.

211. Dr. TRAILL.—Was not that, at all events, the intention of Erasmus Smith, that the Governing Body should be Protestants?

Rev. *D. Humphrys.*—I say he was compelled to do that, and that otherwise he would not have got the property, as I hope to show later on. My argument is, that if a Protestant Board, with Protestant Masters, can hold the Endowment without giving Protestant instruction to Catholic children, as the Vice-Chancellor says they do, why should not a mixed Board, with mixed teachers, equally carry out the intention? They say the Governing Body must be Protestant, but that that Protestant Body can hold and manage the Endowment without giving Protestant instruction to the Catholic children; and that in doing that they fulfil the founder's intention. I say that it is a most extraordinary position to take up. But what makes it more extraordinary is, that if there was a Catholic Board, or a mixed Board, the education would be given to the children for whom Erasmus Smith intended it; but under the Protestant Board it is given to those for whom he did not intend it, and who have no claim whatever to it. Again I ask, if Protestant instruction is not given to Catholic children in the Schools, what need is there for insisting that the Masters shall be Protestants? Is it contended that Protestant Masters are better able to impart secular instruction than Catholic masters? If the Board will not give Protestant instruction to the Catholic children in the Schools, there is no meaning whatever in insisting on exclusively Protestant Masters. Again, is it contended that an exclusively Protestant Board will manage the estates better, or promote education better, than a mixed Board?

212. Dr. TRAILL.—Would you be ready to apply the same arguments to endowments left by Catholic founders?

Rev. *D. Humphrys.*—If they were left under the same circumstances, yes; if left under altogether different circumstances, no. Now, as to the question I have asked, is it contended that a Protestant Board will manage the estates better than a Catholic or mixed Board? It is a mixed Board I am contending for. Let us examine the question in the concrete, and by the light of experience. The present Board, and the Board for the last 223 years, has been a Protestant one. How have they managed the property? They have allowed it to be stolen. Before the Commission of 1858, Dr. Cullinan, of Ennis, gave evidence that property of the value of

£100 a year in Clare, which formerly belonged to the estate, had been taken away.

213. Dr. TRAILL.—Did he state in what way?

Rev. *D. Humphrys.*—He did not, but there was no account of it; it was gone. I can myself form an idea how it was gone, from what has recently come under my own knowledge. I have a map here of the Erasmus Smith property in Tipperary, and of the Smith-Barry property. The Erasmus Smith property is marked green, and the Smith-Barry property is marked orange; and you can see how the Erasmus Smith property is left in little patches, surrounded in some cases almost entirely by the Smith-Barry property. Of course it is clear that Erasmus Smith never could have left his property in portions like that. It is clear that since his time the property must have been stolen away. I saw a year ago how the thing was done. The fair green of Tipperary was a common, and is a common. It is situated between the Erasmus Smith Grammar School and the Erasmus Smith English School. The fair green lies between those two schools, and there is a plot of land attached to each. That green clearly must formerly have belonged to the Erasmus Smith property; but for years it has been a common, and a few years ago Mr. Smith-Barry's agent built a wall round it, and put up a gate; but by orders of Mr. Kearney, the agent of the Erasmus Smith property, the tenant who lives in the English school broke down the gate, and Mr. Smith-Barry's agent took no further notice. Upon that fair green a man built a house, and got a lease of it from Mr. Smith-Barry a few years ago.

214. Mr. Justice O'BRIEN.—You must take care not to involve this Commission in a conflict with another tribunal. I take it that you are using this argument merely to show that the body who have had the management of the property have not managed it successfully. Suppose we took that for granted, that the property was not managed well formerly—it has latterly been under the management of the distinguished person who has devoted more time and thought to the interests of others than many persons devote to their own private affairs—I do not see what argument you can draw that a mixed Board would manage the property better.

Rev. *D. Humphrys.*—That is precisely what I propose to prove, that the agent of the Smith-Barry property gave a lease to the man who built a house on the fair green. In the Vice-Chancellor's court that lease was put in as evidence of title and accepted.

215. We cannot go into any question of that kind. It is entirely irrelevant to the matter we have before us. There may be a great deal to be said against your statement; and, in any case, it would involve a great deal of dispute and hostile recrimination. We will take it that you allege that the property has not been efficiently or successfully managed by the Governors.

Rev. *D. Humphrys.*—Yes, and in proof of it I say portions of it have been stolen. I say the Governors have wasted and misapplied the magnificent educational endowment of which they had charge. Take the figures given by the Vice-Chancellor himself, as to the Treasurer's poundage. In the balance sheet for 1883, that poundage was set down as £288 12*s.* That, at sixpence in the pound on the gross income, would make it £11,544; but the Vice-Chancellor stated in 1886 that the net value of the property was only £8,000. There is, therefore, a difference of £3,544 between the gross and net income, or about 30 per cent. That certainly does not show very judicious management of the property. Now, coming to the educational results of the Endowment, according to the Report of the Commission in 1854, there were in all the Schools only 160 boys, although the accommodation was for over 900.

216. When was that?

Rev. *D. Humphrys.*—That was stated before the Commission of 1854-1855. Oct. 20, 1892

217. In how many of the Schools?

Rev. *D. Humphrys.*—In all the Grammar Schools; that there were thirty free boys, and 160 altogether, in the Schools.

217A. Dr. TRAILL.—Were those 160 boarders?

Rev. *D. Humphrys.*—I think they included boarders and day boys.

218. When you say there was accommodation for 900, do you mean for 900 boarders?

Rev. *D. Humphrys.*—The Report does not say that.

219. Do you mean in the Grammar Schools only?

Rev. *D. Humphrys.*—Yes.

220. Mr. Justice O'BRIEN.—There could not have been accommodation for 900 boarders; it must mean all classes of pupils.

Rev. *D. Humphrys.*—The use I make of it is this: to show you that the educational advantages of the Endowment have been wasted away by the management of the Board; they have wasted and misapplied this fine Endowment, which was given for the Intermediate education of the children of tenants of the Erasmus Smith property.

221. Mr. Justice O'BRIEN.—You might not unreasonably attribute the small number of pupils in the Schools to the fact that, as Erasmus Smith stated, "the suckers starved the tree"; that other schools drew the pupils away from them.

Rev. *D. Humphrys.*—I say that these schools ought to give free education to the children of the tenants, who were obliged to starve the tree at their own expense. There were in the Schools only about one-fifth of the number of boys they were intended to accommodate. The Tipperary School had to be discontinued for want of pupils.

Dr. TRAILL.—The Tipperary school has been very full latterly.

Mr. *Carson.*—Yes, the Tipperary School is a very successful and efficient school under Mr. Flynn. There were ninety in it a short time ago.

Rev. *D. Humphrys.*—It died in 1875 for want of pupils; and it was revived by closing the Protestant Intermediate School at Newport, and drafting into it forty-four of the Newport boarders. Now, there is another point to which I ask the attention of the Commissioners. It has been said by Mr. Carson that the primary object of Erasmus Smith was to proselytise the children of Irish Catholics. Well, as to whether it was his primary object or not, I will leave that an open question; but taking it to be this object, how has he succeeded? It appears by the Report that there were in all the Grammar Schools but twenty-three Catholic boys; that is the result of the Erasmus Smith crusade against Popery for more than 200 years.

222. Mr. Justice O'BRIEN.—Only twenty-three Catholic pupils in all the Grammar Schools?

Rev. *D. Humphrys.*—Yes. Now, let me show you what the Catholics have done. You will remember that in 1875 the Tipperary Grammar School of Erasmus Smith had to be closed for want of pupils. Its endowment at that time was £473 a year; that is, £200 a year to pay masters, and the value of the school buildings, and the land attached, was set down as £273; and notwithstanding that £473 a year endowment, the school had to be closed for want of pupils. What did the Catholics do? At Lattin, in the immediate neighbourhood, four miles distant from Tipperary, the Rev. Matthew Ryan, C.C., opened an Intermediate School, and for nearly three years the average attendance was 40; and in 1882 it was 47. He afterwards had to give it up, because having charge of a large and populous parish, he found he could not give the necessary attention to it.

223. That school is not in existence now?

Oct. 20, 1892.

Rev. *D. Humphrys.*—No; there is a school at Emly. Father Ryan had to give up the school at Lattin, as he had not time to attend to it.

224. Dr. TRAILL.—What was the number of boys attending the Erasmus Smith School at Tipperary at that time?

Rev. *D. Humphrys.*—None at all.

225. Do you mean in 1881?

Rev. *D. Humphrys.*—No, but in 1875.

226. Give us the number in 1881?

Rev. *D. Humphrys.*—I cannot give you that; I have not got it. I have told you that when the Tipperary School was closed for want of pupils the Rev. Mr. Lindsay, the Master of the Newport School, closed that school, and went to the Tipperary School, taking forty-four boys from the Newport School with him to Tipperary

227. Mr. Justice O'BRIEN.—Was the Newport School a Grammar School?

Rev. *D. Humphrys.*—Yes.

228. Was it closed when Mr. Lindsay left it?

Rev. *D. Humphrys.* — Yes; it was afterwards converted into a barrack during the Land League agitation. That is another illustration of the little demand there is for Protestant education.

229. Lord Justice FITZGIBBON.—The Newport School was not an Erasmus Smith's School at all.

Mr. *Wright*, Q.C.—The Tipperary School was never closed. In consequence of the death of the Head Master, it ceased to be carried on for a short time, until a new Master was appointed, but none of the Schools were ever closed.

Mr. Justice O'BRIEN.—Mr. Humphreys says it was closed in 1875 for want of pupils.

230. Lord Justice FITZGIBBON.—That is a mistake. There was an inquiry into the management of the school, it was reported as unsatisfactory. A new Head Master was appointed in 1875, and in 1880 it was reported as the most satisfactory of all the Grammar Schools; there were then seventy-five boys in it; and as the School had only accommodation for fifty, the Master had to take additional accommodation for the remaining twenty-five boys.

Rev. *D. Humphrys.*—The point to which I wished to direct attention is that of the two schools, distant eighteen miles from each other, one had to be closed, because there was not sufficient demand for Protestant Intermediate Education to keep both open.

231. Lord Justice FITZGIBBON.—There is a passage in the Report which explains how you came to think that the School was closed. It says that there was not a single boarder in the School, and only twenty-one day pupils on the roll. That was in 1875.

Rev. *D. Humphrys.*—Yes, and those twenty-one day pupils did not attend.

232. There was evidence as to that. The school undoubtedly got into a very inefficient state under the old Head Master, and the Report says that the Governors were taking steps to remedy it. On the death of the old Head Master they appointed Mr. Lindsay, and during his time the school became very flourishing. He had been the Master of the Newport School; and you are of course entitled to argue that there was not a supply of Protestant pupils sufficient to keep up both the Newport and Tipperary Schools. Very probably it was because Mr. Lindsay had made the Newport School so successful that the Board appointed him to the School at Tipperary. But the Erasmus Smith Board had nothing to do with the Newport School; it was one of "the suckers that starved the tree."

Mr. Justice O'BRIEN.—The "suckers" to which Erasmus Smith referred were Popish schools.

233. Yes; but Mr. Lindsay's school no doubt drew away boys from the Erasmus Smith's School.

Rev. *D. Humphrys.*—The boarders at that School were not from that part of Ireland at all, but came from other parts of the country; and when the Tipperary School, which had no pupils, was re-opened by Mr. Lindsay, he imported into it 44 pupils from Newport. It was closed for want of pupils, and when Mr. Lindsay got it he brought 44 pupils into it from his school at Newport.

234. Mr. Justice O'BRIEN.—You are not quite accurate in saying it was closed for want of pupils; it was closed for a while in consequence of the death of the Head Master, until a new Master was appointed.

Rev. *D. Humphrys.*—Yes; but previous to that it had been without pupils.

235. Dr. TRAILL.—Every school is subject to vicissitudes of that kind.

Rev. *D. Humphrys.*—My point is that this School of Tipperary, though it had an endowment of £473 a year, could not be kept going except by closing the School at Newport, and bringing in from that School 44 boarders, who were not from Tipperary, nor from Newport, but from other parts of Ireland. I say that is not fulfilling the object of the foundation, that the Tipperary School was intended for the benefit of the children residing in the locality. In the case of the Royal Schools what happened? The Commissioners set aside £1,600 a year out of that endowment for prizes for schools in Ulster, to give an encouragement and stimulus to education all over that province; but the Privy Council overruled that, and on what ground? On the ground that the inhabitants of the Portora district, were entitled to the endowment, and that it could not be taken from them. The Privy Council set aside the wholesome recommendation of the Commission to give £1,600 as a stimulus to all the schools in Ulster, a laudable and useful purpose; but the Privy Council changed it, because they believed the people of Portora were entitled to the money. I am glad to find that principle admitted and acted on by the Privy Council, as I will find it useful later on. But what was done in the case of the Tipperary School? Mr. Lindsay, who had a flourishing school at Newport, is appointed Master of the Tipperary School and imports into it 44 boarders, drawn from all parts of Ireland. I say that was unfair, and contrary to the intention for which the school was founded.

236. Dr. TRAILL.—Did you ever hear of such a thing as boys from the immediate locality being sent to any boarding school? We all know that in almost every case the boarders come from a distance.

Rev. *D. Humphrys.*—They were able to pay for their education, and did not require any endowment; and it is wrong for such persons to take the benefit of an endowment which was intended for the poorer classes. But to come again to the point I was drawing attention to. After the Privy Council had changed the ruling of the Commission, which was in my opinion a most salutary and useful one, though I believe the people of Portora had the best right to it, what happens? Mr. Lindsay goes to Portora, and takes his boys away with him again. He takes away his travelling school to wherever there is a large endowment to be grabbed.

237. Lord Justice FITZGIBBON.—He has not found it very large. The last cheque he got was only for £23.

Rev. *D. Humphrys.*—It is against the principle of the thing I protest. Strangers from all parts of Ireland are brought from one school to another, wherever money is to be got: and it will be advertised in the newspapers as a flourishing school.

238. Mr. Justice O'BRIEN.—It may be that the pupils follow the master. It is not an uncommon thing that when a good master moves from one school to another pupils will follow him.

Rev. *D. Humphrys,*—I don't care which way it is; I argue against the injustice of the whole thing. It is taking an endowment upon false pretences. My argument is that while the Tipperary School, with £473 of Endowment had no pupils, the Rev. Mr. Ryan, without any Endowment at all, carried on a flourishing school within four miles distance.

239. Dr. TRAILL.—The Tipperary school was not without pupils at the time Mr. Ryan carried on the school. It was a flourishing school in 1881.

Rev. *D. Humphrys.*—I have explained how it was made flourishing by bringing a large number of boarders into it; and I have argued against that injustice. It was simply a method of grabbing Endowments. I give that Tipperary School as an instance of how the Governors have mismanaged the Endowment from an educational point of view. Tipperary School is kept alive by bringing into it a large number of boarders who belong to all parts of Ireland. Those boarders are able to pay fifty guineas a year for their board and education, and could easily find boarding-schools elsewhere; but it is quite a different case with the Catholic people of Tipperary and Limerick, who want Intermediate Schools for their boys, and who cannot pay fifty guineas a year for the education of each of them. Moreover, the sons of the Catholic tenants on the estates of Erasmus Smith have a right to free education from those estates. What claim have the sixty-seven boarders, imported into Tipperary from all parts of Ireland, on those estates? None whatever. They are neither the sons of tenants, nor are they from residences within two miles of the school. Why, then, do they usurp what belongs to others? It may be said, have not the children of the Protestant tenants on the estates of Erasmus Smith in those counties a right to free education from those estates? Yes; they have; but besides the three Protestant clergymen, Mr. Apjohn, who lives somewhere about Dublin, and Mr. De Burgh, who is a military officer, and is with his regiment, there are only ten Protestant tenants living on the estates.

240. Lord Justice FITZGIBBON.—Do you mean on all the estates of Erasmus Smith?

Rev. *D. Humphrys.*—No; but on the Tipperary and Limerick School estates there are only ten Protestant tenants, and the joint valuation of those tenants is £83 5*s.*; while on the same estates there are 252 Catholic tenants, whose valuation is £3,361 5*s.* The question I ask is, are ten Protestant tenants, with a valuation of £83 5*s.*, to have an Endowment of £473 for a school, while 252 Catholic tenants, with a valuation of £3,361, are left without any Endowment? Those boarders in the Tipperary school pay fifty guineas a year; they could get education anywhere; they have been imported into Tipperary; there are only two boys from the neighbourhood boarders in the school. Erasmus Smith left his property for the education of the children on his estates; but the Governors have taken the property from them and given it to others, who have no claim whatever to it. Now, I would wish to call attention to the evidence of the Vice-Chancellor as to the schools in that district. When asked by Mr. Carson was it not strange that on the estates in Limerick and Tipperary, where there were so many Catholic boys, no schools had been provided for the tenants' children, the Vice-Chancellor replied that two schools had been provided, Pallas and Doon. Now, let us test that a little. There are just nine pupils in the Pallas school, all told. All are Protestants. Three of them are the schoolmaster's children, three are children of a Protestant farmer, and three are children of the head-constable. The master is paid £20 a year by the Governors, and has a cow grazing on the Queen's highway. Now, supposing the master gets £10 a year additional from local sources—what local sources there are at Pallas I don't know—would any man competent to teach settle down there to starve on a pittance like that?

241. The *Vice-Chancellor.* — I hope all these matters are not taken as facts?

Rev. *D. Humphrys.*—I have taken them from your own evidence.

242. The *Vice-Chancellor.*—Mr. Humphrys has interpolated a great deal into my evidence that I never said.

Rev. *D. Humphrys.*—I should be very sorry to misrepresent you; I shall get your own words from the Report, and, with your permission, I will send them to you. Again, the school was built at a cost of £300. This, at five per cent., is £15 a year, so that the Governors are paying £35 a year for the primary education of six Protestant children. There is another school at Doon, in the county Limerick. In that school there are thirteen children, all Protestants, and none of them a tenant's child. Those two schools are quoted by the Vice-Chancellor as fulfilling the obligations of the Governors to the children of 150 tenants in that district. Now, as the Vice-Chancellor has accused me of misrepresenting him, I shall give the reference to the Report: I say those two schools have been quoted by the Vice-Chancellor (question 7478, Report of 1886) as supplying education to the children of 150 tenants, paying in rent at least £4,000 a year. I give that as another illustration of the inefficiency of the management of a Board exclusively Protestant. Again, the Governors have been insisting strongly on the founder's intentions. I shall give you a number of cases in which they have not fulfilled his intentions. Firstly, Hebrew is not taught in their schools. Secondly, Latin is not talked in their schools. Thirdly, the Head Masters and Ushers have not been obliged to sign the two first Canons of the Protestant Church in Ireland. Fourthly, they have not sought the appprobation of the Archbishop or Bishop.

Oct. 20, 1892.

Dr. TRAILL.—Every Head Master has signed the two Canons, from the commencement to the present time.

243. Mr. Justice O'BRIEN.—Do you say that Latin is not taught in the Grammar Schools?

Rev. *D. Humphrys.*—No; I say it is not talked, it is not spoken. It is one of the rules laid down by Erasmus Smith that Latin should be spoken in the schools.

244. That was the case at that time, certainly. It was then the language of educated people; but it would be a singular thing to have it made the language of a school now. Nobody would understand it. Suppose a man went into a public-house, and talked in Latin, nobody would understand him.

Rev. *D. Humphrys.*—Would it be more singular than to have Catholics instructed in Ussher's Catechism?

245. At that time Latin was a language in general use with educated people. It is not so now. You might as well substitute Irish speaking in court, instead of English. Of course you are entitled to say that all those provisions stand upon the same ground, and that they have been all abandoned. You are entitled to say that.

Rev. *D. Humphrys.*—I say it is equally unreasonable to ask Catholics to receive instruction in the Westminster Catechism, or Ussher's Catechism; and that if they won't do it you are entitled to take from them what is legally their property. I say that in those respects that I have mentioned, the Governors have violated the founder's intentions, not only the intentions, but the spirit of the intentions. I wish to show you that those who insist so strongly on that vague and shadowy expression, "the spirit of founder's intentions" have themselves violated the spirit of the intentions of the founder. I believe it is a rule of law that when an individual, or a certain class of persons, have a well-defined legal right, a right clear and unequivocal, it cannot be taken away from them, unless by words equally clear; and I submit it is a most extraordinary thing to ground the taking away of that right upon the shadowy expression "the spirit of founder's intentions," to take away, upon such a phrase as that, £10,000 a year from persons who have a clear, well-defined right to it. Let me now give some other instances in which the Governors have violated the

Oct. 20, 1892.

founder's intentions. They have not given free education, clothes, and pensions to the tenants' children. That is another point upon which I ask the attention of the Commissioners. In the indenture of Erasmus Smith he expressly says he has given his property to his trustees on the express condition that they will give free education to the children of his tenants, and to 20 other poor children living near the schools. "Now this indenture witnesseth that the said Erasmus Smith, for the great and ardent desire which he hath that the poor children inhabiting upon any part of his lands in Ireland should be brought up in the fear of God and good literature, and to speak the English tongue, and for other good ends in and by these presents hereafter declared, hath, for the reasons and considerations aforesaid, and in consideration of the sum of five shillings sterling to him paid by the said trustees" (naming them) "As also in consideration that they should perform the several uses and trusts hereinafter mentioned, hath bargained and sold, like as by these presents he doth bargain and sell to the said trustees." By that deed Erasmus Smith bargained to give this property to the trustees, for the purpose of giving free education to those children. That was the bargain he made with them.

246. Your want of acquaintance with legal language has misled you as to the use of the word "bargain." It is a mere term of conveyance; it does not imply a contract at all. Of course the deed expressed his intention that the education should be given; and you have a right to rely on that.

Rev. *D. Humphrys.*—Yes, my lord. I say that the trustees got the property on the express condition that they would give free education to the children of the tenants; and I submit they have not done that. They have not fulfilled the condition on which they got the trust, and the law ought to take it away from them.

The Commissioners adjourned.

Oct. 21, 1892.

PUBLIC SITTING—FRIDAY, OCTOBER 21, 1892.

At the Four Courts, Dublin.

Present—The Right Hon. Lord Justice FitzGibbon and the Right Hon. Mr. Justice O'Brien, Judicial Commissioners; and the Right Rev. Gerald Molloy, D.D., D.Sc., Anthony Traill, Esq., LL.D., M.D., F.T.C.D., Rev. H. B. Wilson, D.D., Assistant Commissioners.

N. D. Murphy, M.A., Secretary, and F. Redmond, B.A., Assistant Secretary, were in attendance.

SCHEME No. 144.—ERASMUS SMITH'S ENDOWMENTS. (OBJECTIONS AND AMENDMENTS.)

The same persons and bodies were represented, or appeared in person, as on the previous day.

Rev. *D. Humphrys.*—My lords, I wish to correct a statement which I made yesterday in giving you statistics as to the number of students of Intermediate Education in the Tipperary district. I gave the number in the Christian Brothers' School, which I believe your lordships have taken down. I will just point out the page of the little book which I have written on the Erasmus Smith Endowments, which I believe your lordships have looked through. If your lordships will refer to page 21, you will see that I there gave the number of Catholic boys attending in the Intermediate Schools from the Tipperary district as 155. This number comprised pupils attending the Christian Brothers' Intermediate School at Tipperary 50, at the Intermediate School, Emly, 35, at the Intermediate School, Kilteely, 23, and at the Intermediate School, Doon, 22. These added together, I said made 135, that is not correct. Besides this there are in the Intermediate Schools from the parish of Tipperary at Clongowes, 2, Blackrock, 3, Rockwell, 1.

247. Mr. Justice O'Brien.—Those are outside the district. How many are there altogether coming from that locality?

Rev. *D. Humphrys.*—Clongowes, 2, Blackrock, 3, and Rockwell, 1; in Dublin, preparing for the Civil Service, 1; going by train to the Jesuits' School in Limerick, 2; at Mr. Bohan's School in Tipperary, 3. From the parish of Lattin there are at Clongowes, 2, and at Rockwell 3; from the parish of Emly, in the Intermediate School outside Emly, 1; from the parish of Solohead, outside Emly, 1; from the parish of Solohead, at Mount Melleray, 1; from the parish of Pallasgreen, going to Limerick, 4, and in boarding schools, 4; from the parish of Doon, in the humanity class, Thurles College, 1; these added together make 158, I should think.

248. Mr. Justice O'Brien.—To be added to the 155.

Rev. *D. Humphrys.*—No, my lord, I omitted the students who were in Clongowes.

249. I thought you gave us the total first, of the number of persons who were students, as 155.

Rev. *D. Humphrys.*—Yes, my lord, I did; but there was one element of mistake in it. I did not count those in colleges outside the Tipperary district.

250. Monsignor Molloy.—What is the aggregate number in colleges outside the district?

Rev. *D. Humphrys.*—I have not added them, Monsignor, I looked them up last evening, and I think the whole number is 158. Then I counted at Galbally, which is seven miles distant from Tipperary, thirteen pupils. I suspect and believe now, that that school must have been not open at the time, because the words I use are: "there is moreover an Intermediate School of fifty-eight boys at Bruff, distant seven miles from Kilteely, and there was an Intermediate School of thirteen boys at Galbally." "There was at Galbally" means that the school was closed. The school at Galbally is a school that has been closed. The number of Intermediate pupils attending the Christian Brothers' School at Tipperary was 50; at Emly, 35, which is only seven miles from Tipperary; at Kilteely, 23, which is distant only four miles from Emly and nine from Tipperary; and 22 at Doon, which is distant eight miles from Kilteely and nine miles from Tipperary. I give your lordships these figures for the purpose of showing the number of Intermediate pupils who were actually receiving Intermediate Education at that time from the district. I now give figures to show the Intermediate work done formerly in the very same districts, and the figures I quote are the number of priests, theological students, nuns, medical doctors, medical students,

solicitors, solicitors' apprentices, students for the Indian Civil Service, and for the Civil Service, bankers, Christian Brothers, Jesuit Scholastics and philosophy students.

251. Mr. Justice O'Brien.—Do you apply them to any particular time?

Rev. *D. Humphrys.*—I take all those who were living then in 1887 belonging to those districts. You will find it in my book after page 59. The following is the list—From the parish of Tipperary there were 12 priests, 2 theological students, 60 nuns, 4 medical doctors, 2 medical students, and 2 Jesuit Scholastics, in all 82. From the parish of Lattin, 8 priests, 3 theology students, 6 nuns, 4 medical doctors, 1 medical student, 1 solicitor, 1 for the Indian Civil Service, 2 Jesuit Scholastics, and 2 philosophy students—in all 28. From the parish of Emly, 13 priests, 10 ecclesiastical students, 6 nuns, 1 medical doctor, and 1 medical student—total 31. From the parish of Kilteely, 19 priests, 1 theology student, 12 nuns, 5 medical doctors, 1 solicitor, 1 banker, 3 philosophy students—in all 42. From the parish of Solohead, 3 priests, 2 theology students, 17 nuns, 6 medical doctors, 1 medical student, 1 solicitor's apprentice, 3 Civil service students, and 1 philosophy student—in all 34. From the parish of Pallasgreen 14 priests, 18 ecclesiastical students, 6 nuns, 3 medical doctors, 1 Civil Service—Total 32. From the parish of Doon, 4 priests, 9 ecclesiastical students, 31 nuns, 1 medical doctor, and 5 Christian Brothers —total 50. All these added together make 299, which proves the amount of Intermediate Educational work that has been done in the district before 1887.

252. As regards one part of that, there will be an element of falsity, because, as regards females, there could have been no education of them before the time of this Commission. It seems that there is another element of falsity as regards the women entirely. It is likely that those young women would have been educated at Conventual Academies themselves.

Rev. *D. Humphrys.*—Yes, my lord, but my point is that they having become nuns would require education. They have to teach in the convents.

253. They were a class that would receive education.

Rev. *D. Humphrys.*—They receive education in the convents—that high class of education which is now called Intermediate they would have to undertake to teach.

254. Dr. Traill.—Were all these girls off the estate?

Rev. *D. Humphrys.*—No; they were in the parishes.

255. They were not the children of tenants on the estate?

Rev. *D. Humphrys.*—No: the parishes principally of Tipperary, Solohead, Pallasgreen, and Doon, 4 parishes out of 7. Besides, in Tipperary parish there is a vast amount of the Smith-Barry property. The valuation of the property around there is over £7,000 a year.

256. Mr. Justice O'Brien.—You must find it very hard to trace the original domicile of those 299.

Rev. *D. Humphrys.*—I have done so, my lord. I have prepared this statement with great care.

257. Did they all come from a parish that was included in the estates of Erasmus Smith?

Rev. *D. Humphrys.*—Yes, my lord; but there is the parish of Emly—he had no estates in that parish, nor in the parish of Kilteely, nor in Lattin. But in four of these seven parishes are estates formerly held by Erasmus Smith. Now those 299 are a proof of the Intermediate Educational work that has been actually done in the Tipperary district, and I produce those figures for the purpose of showing your lordships that a great demand exists in that immediate neighbourhood for Intermediate Education. I now come to two other parishes in which there is situated another portion of the Erasmus Smith estates, the rental of which is over £700 a year, at a place called Drombane, which is about ten miles from Cashel or Thurles, and somewhat more from Tipperary. Here are the numbers; in Drombane and Upper Church Parish where most of Erasmus Smith's property in that locality is situated, there were 3 priests, 5 ecclesiastical students, 23 nuns, 7 Christian Brothers, and 1 medical doctor—total 39, and there were at Rossmore and Clonoulty Parish 16 priests, 16 ecclesiastical students, 30 nuns, 30 brothers of St. Patrick, 12 Christian Brothers, 1 medical doctor, 4 commercial bankers, and 16 National School teachers; total 125. These two figures added together make 164. Now it may perhaps be objected that the class of National School teachers does not come under the class of persons requiring an Intermediate education; but I should think that they do, and for this reason, that looking at the facilities in this country for education, those who devote themselves to become National School Teachers would derive very great advantage if they had an opportunity of training themselves in Intermediate Schools. I add these to numbers in the seven parishes around Tipperary—the two parishes of Rossmore and Drombane, which gives the total number 463.

258. Adding the National School Teachers?

Rev. *D. Humphrys.*—Including only sixteen of those National School Teachers.

259. Supposing them to be a class of persons who would require Intermediate Education, you would be entitled to increase your number of cases, by adding the number which is at present receiving that education in the various parts of Ireland.

Rev. *D. Humphrys.*—Yes, my lord. The principle I had in view was to find how many pupils from the district were receiving Intermediate Education, both in the schools of the district and in colleges and schools outside it. I take it as a proof of the amount of Intermediate Educational work that was being done. I take either figures to show the amount of such work that has been done. Now I would remind your lordships that those 463 are natives of only seven parishes in this wide district which was formerly held by Erasmus Smith and extended through Limerick and Tipperary. Taking the other parishes that are comprised within the bounds of his property, of course the demand there is far greater than that which is shown by these statistics. Now I wish to refer to a request made by Lord Justice FitzGibbon yesterday as to the number of pupils for the Christian Brothers Schools that have gone in for Intermediate Education examinations, I have telegraphed this morning to the Superior of the Christian Brothers for the number.

260. The Christian Brothers, where?

Rev. *D. Humphrys.*—At Tipperary. I wish to refer to it now in order to say that the number is no indication of the amount of Intermediate Education which is done at Tipperary, for this reason that the Christian Brothers are keeping a Primary School and an Intermediate School together. They have about 360 pupils and the sort of Intermediate School they keep necessarily must be low. In saying this I bear the highest testimony to the excellent educational work of the Christian Brothers, both in the Primary and the Intermediate classes.

261. Lord Justice FitzGibbon.—On that point the figures do not press against your argument. It has always appeared to me that the number of students brought up to the Intermediate Examinations from any given number of Christian Brothers' pupils, is a good measure of the proportion of students of humble positions, who are likely to advance to a higher class of education. It is my own opinion that such charities as this of Erasmus Smith, which were intended to give Grammar School Education to the poorer classes, never could have been intended to give such education to all who were poor, but only to selected pupils from among them. So far as I know the only two systems in Ireland that select the best pupils from a considerable number, are the Christian Brothers and the Incorporated Society. The results are very remarkable, because no less than 40 per cent. of all the pupils who have passed the Intermediate Examinations, Protes-

Oct. 21, 1892.

tant and Catholic, have come from the Christian Brothers' Schools.

Monsignor MOLLOY.—We found that in the Christian Brothers' Schools, wherever Intermediate classes were formed, the proportion of pupils that passed from the Primary to the Intermediate classes was on the average somewhat less than one-fourth of the whole, and somewhat more than one-fifth. From this, I think it may be fairly assumed that one-fourth or one-fifth of the pupils in Primary Schools generally would be at present available for a higher kind of education.

262. Lord Justice FITZGIBBON.—I suppose you know that each "school" of the Christian Brothers is under one Brother and confined to one class, and where they are carrying on Primary and Intermediate Schools, they put the Intermediate School under one Brother, and fill it from those below it, that practically tests the proportion of pupils that are available for higher education. You told me that 360 is the number of pupils they have in Tipperary?

Rev. *D. Humphrys.*—The number that they had in 1887.

263. What number had they at that time in the Intermediate School?

Rev. *D. Humphrys.*—I am not aware just now; but I shall find it out.

264. Mr. Justice O'BRIEN.—At that time they had not been so much established as they are since then, to go in for Intermediate Examinations.

Rev. *D. Humphrys.*—No, my lord. I take the standard suggested by the Lord Justice as a fair standard so far as it goes, to estimate the relative proportions between the children requiring Intermediate Education and those who do not avail of it when at school. If the same principle were to be applied to the National Schools for instance, I would say that one-fifth of them also would require to have Intermediate education afforded to them. I would be prepared to take that standard so far as it goes. I say "so far as it goes" because, owing to the fact, that Catholics have no opportunities for University education now—little or none—not half the number of Catholics avail themselves now of Intermediate Education in the Christian Brothers' Schools, who would do so if they had any University open to them, the honours of which they could conscientiously accept. The sort of school that I require for Tipperary is a High School like the school in Harcourt Street, and also that that school should be equally well manned, and equally well endowed. If that is done, I will undertake that in four years' time the Tipperary School will leave the Harcourt Street School nowhere. All we want is a fair start and no favour. I was proving at the time of the adjournment last evening, that from the results of the management of the Erasmus Smith Endowment by a Board exclusively Protestant, there is no argument to be derived to show that a Board exclusively Protestant would manage the Endowment better than a mixed Board. I was going into the proof of that by looking at what they have done in the Grammar Schools. The Vice-Chancellor intended to retain the Grammar Schools in Tipperary, in Galway, in Drogheda, and in Harcourt Street. Now, what is the educational usefulness arising out of these four Grammar Schools? The boarders pay from £40 to £54 a year—in Drogheda, £60 a year, and the day boys from £8 to £16 a year. The pensions of the boarders are sufficient to support an Intermediate Boarding School without any Endowment. The pensions of the day boys at Harcourt Street School are sufficient to support an Intermediate Day School without any Endowment. On this point I respectfully beg to call the attention of the Commissioners to the proceedings of the Commission of 1878–80. At the Commission, Lord Randolph Churchill objected to the Vice-Chancellor, that as boys were boarded, and received Intermediate education for £48 a year at Clongowes Wood College, which has no endowment, there was no advantage derived from the Endowment given to the Erasmus Smith Schools. The Lord Justice came to the rescue, and said that there was a great difference between the two cases, for that in Clongowes Wood College they have teachers for nothing. That is a point which I want to dispute. I say that they have not teachers for nothing. Jesuits are not supported and educated for nothing up to the position which enables them to become teachers in Intermediate Schools, and after they have been educated up to that position, they are not supported for nothing. They require, I would say, nearly as large an annual sum to support them as the teachers in Erasmus Smith's Grammar Schools ought to require. Now, we Catholics keep Intermediate Schools for day boys, although the boys pay only £4 a year, and there are sometimes free boys in these schools. The school at Kilteely is kept by Mr. William Loudon, and he receives from his pupils only £4 a year; and he has, on many occasions, as many as three free boys. This is how we educate ourselves. Now, all the boarders who are paying from £40 to £54 a year, and all the day boys who are paying from £8 to £16 a year, could be, should be, and most of them would be, in Intermediate Schools, if Erasmus Smith and his Endowments had never existed.

265. Mr. Justice O'BRIEN.—I suppose in Kilteely school there are no boarders at all?

Rev. *D. Humphrys.*—No, my lord. I mention that case to show the efforts we make against the disadvantages we have to encounter.

266. You need not state that at all, for it has been the history of the country over 300 years.

Rev. *D. Humphrys.*—This is the next point which I would desire to direct the attention of your lordships to. All the boarders who are now paying from £40 to £54 a year in the Erasmus Smith Grammar Schools would be receiving education in other than the Board's Schools—they would be receiving the same education for the same money if Erasmus Smith had never existed. Where then is the public usefulness arising from this Endowment? And as the principle of your Commission is to extend the usefulness of educational endowments you are, of course, prepared to follow that principle out and to abolish all those schools which are carried on without educational usefulness. There is no educational usefulness proceeding from the present management of the Erasmus Smith Schools. On that aspect of the case it becomes your duty to put a stop to it.

267. It has been alleged that the fact of their receiving boarders enables the Head-Masters to give and to supply a higher class of education than they would otherwise be able to do. That has been given as an answer to your objection.

Rev. *D. Humphrys.*—But we are prepared to give them an education as high if we get this Endowment under a mixed Board, and we are prepared to allow them every facility for their special religious instruction; so that I cannot see what plea they can raise on that point. This is the next point to which I would direct your attention: all these boys who are paying in Erasmus Smith's Schools from £40 and most of them 50 guineas as boarders, and all the day boys who are paying from £8 to £17—there are I believe nineteen of them in Harcourt Street School—all these would be now receiving the same education if this Endowment had never existed. What then is the net advantage arising from the Endowment? It is thirty-eight free boys who are not tenants' sons in all the Erasmus Smith Schools in 1886. The Lord Justice has again and again stated that the state of things revealed by the Commission of 1854 was a bad state of things, but the Vice-Chancellor has changed all that, and that the educational management of the Endowment has since that time been a complete success. Now, the net result of his management is the free education of 38 pupils.

268. Lord Justice FitzGibbon appears to have read the Report, but not to have stated it as his own opinion. What you attribute to him as his own statement was merely a passage which he read from the Report.

Lord Justice FITZGIBBON.—I quoted a passage from

the Report of 1879, which stated that after the Report of 1858 some improvements were effected, and since the appointment of the Vice-Chancellor of Ireland as Treasurer of the Board in 1872 most of the defects had been to a great extent removed.

Rev. *D. Humphrys.*—Yes, my lord; but I thought your lordship commended the Vice-Chancellor not only as to his financial management—which I am prepared to traverse—but also as to his educational management of the Endowment. Now, the Report of 1854 states that 30 free boys was the educational result of the endowment as it was managed in 1854; 38 is the result under the management of the Vice-Chancellor. The point to which I want to draw the attention of your lordships is to show that there has not been much improvement in the net educational results since the time that it has been taken up by the Vice-Chancellor. The Report shows that there were 30 free boys in the schools at that time, 1854–58. We see that in 1886, when the Vice-Chancellor gave the evidence to which I am now referring there were 38 free boys, that is an increase of 8, and I cannot say that it shows very much improvement. But the Vice-Chancellor says that the Grammar Schools require more funds to make them efficient. The Governors, have had all along thousands of pounds idle in bank. In 1870 they had £20,000 in bank. The express directions of Erasmus Smith was that, when the estates would improve in value they were to devote it to the improvement of the Grammar Schools. They required no Act of Parliament to spend more money on the schools if they thought the Grammar Schools required the expenditure of more money. Therefore, either the trustees of Erasmus Smith did not know how to make the Grammar Schools efficient; or knowing how to make them efficient, did not do their duty. I leave them then to take either horn of the dilemma. Now, as the pensions for boarders and day boys are so high they ought to be self-supporting without any endowment at all. I gave your lordships the instance quoted by Lord Randolph Churchill. The College at Clongowes Wood is a High School, and it will not be denied that both in boarding the pupils and educating them it is not second to any of the schools of Erasmus Smith, or any other Intermediate School in the Kingdom. Now, I am going to show from figures how those schools of Erasmus Smith ought to be self-supporting without any Endowment. When we take into account the number of boys in the four schools at Tipperary, Drogheda, Ennis, and Harcourt Street, and the high pensions, it becomes obvious. There were 67 boarders and 15 day boys in the Grammar School at Tipperary. This was in 1886. Allowing £40 a year each, for the support of each boarder, and allowing 50 guineas from 67 boarders there remains £837 10*s.*, and if a mean of £12 each from 12 day boys, 3 being free, be added, there will remain £981 10*s.* The Rev. Mr. Lindsay says, that the cost of his teaching staff was £600 a year. Is his own salary included in this? He has not mentioned it; if not included he would have left for himself £381 10*s.* a year, besides that he has an endowment of £273 a year in the School and lands attached. On the same principle the Galway, Drogheda, and Harcourt Street Schools ought to be self-supporting.

269. Dr. Traill.—How much do you put down in that calculation for feeding the pupils?

Rev. *D. Humphrys.*—£40 a year each.

270. Mr. Justice O'Brien.—The Rev. Mr. Lindsay estimated it at £600 a year; did he not?

Rev. *D. Humphrys.*—No, my lord; that was the cost of the teaching staff. He did not mention whether his own salary was included in the £600. According to the Report of the Commission of 1854-58, there is an Endowment of 12½ acres of land, and there is an annual Endowment of £200 with the school; that would be £473 a year Endowment. That, with the profits that he ought to have out of the receipts of the school, ought certainly to afford him a very comfortable living. In 1885 in Harcourt Street School, the payment to the masters was £1,974, whilst the receipts from the boys in the same year were £2,370, which ought to leave a surplus of £396; and yet we find (Question 2,193, Rep. 1885–6) that there was a deficit in the same year of £180 3*s.* 6*d.* This would appear to leave £576 unaccounted for.

271. Did you say £180 was a debit?

Rev. *D. Humphrys.*—Yes, my lord; it had to be discharged from the general fund of the Endowment. This would appear to leave £576 unaccounted for. Did the Head Master get this in addition to £400 a year? We ought to know that. And now there is one point to which I wish to call the attention of your lordships. The fees or pensions for day boys range from £8 a year to £17 or £19 in the Harcourt Street School, so that taking a mean of £10 a year it comes to those £576, which would account for fifty-seven free boys. I speak under correction, but, if I do not mistake, it is stated somewhere in the Report that there has been, from time to time, more than twenty free boys in Harcourt Street School. And here again I wish to call attention to the manner in which the Governors have fulfilled the intentions of the founder. They have placed out fifteen free boys in a Commercial School, in Brunswick Street. Now none of these fifteen free boys can be said to be boys contemplated by Erasmus Smith as children of tenants on his estate, or resident within two miles of his school. Even extending the letter and spirit of the intentions expressed by Erasmus Smith, and allowing to this school free boys within two miles of it, there should be only twenty free boys taken from the neighbourhood. Where his estate is in Tipperary, with a rental of about £6,500 a year, we see from the Report of 1887, that there were only three free boys at the school. In Dublin, which is a long distance from any portion of the estates, we find that there are thirty-five free boys who, from the very nature of the case, cannot be tenants' sons, and cannot be the persons that it was his wish to select, as they are not living within two miles of his Grammar School. They cannot be the persons intended to be benefited by Erasmus Smith, and this appears to be a gross violation of the founder's intention. In the school in Harcourt Street, is it extending the usefulness of this Endowment to endow that school from this Endowment, which school is self-supporting, or ought to be so? And what makes all this more unaccountable still is, that the money with which it is endowed is given for the education of those rich children who are able to pay £19 a year as day boys, and who have no claim, and can have no claim to it. It is taken away from the poor children of the tenants, and other Catholic poor children who are in want of it, and to whom it legally belongs. I beg to call the attention of the Commissioners to a circumstance which I believe has special importance just now. The Vice-Chancellor (Question 21,533) has expressed his intention to give up the school at Ennis, and to retain the other four in Harcourt Street, Tipperary, Galway, and Drogheda. Now, bearing this intention in mind, it looks very remarkable that whilst the boarders of the four Grammar Schools to be retained in the Vice-Chancellor's Scheme, have, within a very short time, abnormally run up, the number of boarders in the Ennis Grammar School, in the same time, has abnormally run down from 39 to 15. This does not look the less remarkable when we recollect that the Vice-Chancellor and his brother trustees can easily find among their friends, boys who can pay 50 guineas a year for their education in a boarding school, and who, in these days of railway travelling, can be easily imported from any part of Ireland to another.

272. Is it your conclusion that, while at Ennis the pupils who were 39 diminished to 15, the other schools, at the same time, have been levelled up?

Rev. *D. Humphrys.*—Yes, my lord; the other schools have increased. I pointed out yesterday that

Dec. 22, 1892.

the Grammar School in Tipperary had been closed in 1875. It was then reopened by the Rev. Mr. Lindsay closing his Intermediate School at Newport, and bringing 40 or 44 pupils to open the Tipperary School. I was at the sitting held at the Grammar School, and my recollection is that he said he had brought 44 boarders; however, what is given in the Report is that he had brought 40. That is not material, but I would like to have your lordships remember that, when in 1885, this Act was passsd, and that for the previous ten years, there was only an increase of 5 boarders—from the year 1875 to 1885 in the Tipperary Grammar School. He had brought 40 boarders with him, and during those ten years there was only an increase of 5. We find that in the next year, 1886, there was an increase from 49 to 67 in the number of boarders, and the Vice-Chancellor was able to refer to it as a flourishing School.

273. There might be a difficulty in increasing the number.

Lord Justice FitzGibbon.—There was not accommodation for anything like the number, and he had to take a house outside. The Tipperary Grammar School was full from 1880, and remained so. Mr. Lindsay told us that he had a list of boys who were candidates for admission, whose names had been put down before they could be taken in. What argument do you base on that?

Rev. *D. Humphrys.*—If your lordship will allow me I will develop it in a very short time. Now, the year 1875 to 1885 the number of boarders had increased only 5 or 9, most probably about 5. In the following year, 1886, they suddenly increased by 19. It is very strange that the accommodation which had suited them for ten years previously did not suit them that year.

274. Mr. Justice O'Brien.—What was the number of boarders in 1875?

Rev. *D. Humphrys.*—Only the number he brought from Newport, 40 or 44. The school, as your lordship might remember, had been closed in 1875, because there were no pupils attending. Then the Reverend Mr. Lindsay, who held an Intermediate School at Newport, eighteen miles away from the Grammar School at Tipperary, brought 40 or 44 boarders to Tipperary. The point that I wish to call your lordships' attention to is this, that from the time the school was opened there was only an increase of 4 or 5 boarders up to 1885, but the next year there was an increase from 49 to 67, that is 18 boarders. Coupling that with the fact that the number in Ennis had fallen down from 39 to 15, there is some reason to suspect that the number of boarders had intentionally been increased in the Grammar School at Tipperary for the purpose of showing that the school was increasing. Twenty-four boarders were taken away from Ennis at the very time this increase in the Tipperary Grammar School was effected.

275. Dr. Traill.—Do you think that such an intention could be carried out by the Head Master, Mr. Flynn?

Rev. *D. Humphrys.*—No, by the Governors; they could order them to be removed from one school to another.

Dr. Traill.—The Governors always thought that the Tipperary and Ennis Schools were too close to each other.

276. Mr. Justice O'Brien.—Would not the reputation of a master have some effect? Pupils will follow a good master.

Rev. *D. Humphrys.*—Yes, my lord, but facts are stubborn things. We find this Grammar School at Tipperary increasing only 5 or at most 9 in 10 years, and then we find that suddenly, within one year, it increases from 49 to 67, that is an increase of 18 boarders.

277. Lord Justice FitzGibbon.—When did that sudden increase occur?

Rev. *D. Humphrys.*—In '86, in one year; the very year in which the Vice-Chancellor referred to the Tipperary Grammar School as flourishing. I refer to the evidence of the Vice-Chancellor before your Commission in the year 1886; that is the year the number of boarders increased so rapidly.

278.—There must be some confusion, because when Mr. Mahaffy visited the place 48 boarders were in the house, which was the full number that it would accommodate. That was in 1877, but there is a statement in the body of the Report that the Head Master had been obliged to take a house as a residence for the boarders for whom there was not room in the school buildings.

Rev. *D. Humphrys.*—Yes, my lord; but you see that the accommodation was for sixty boarders, and for ten years the number did not approach that figure.

279. At one time Armagh Royal School was reduced to a single boarder, but at other times so great was the rush to it that the Carrickmacross Grammar School, at a distance of several miles, was used for the overflow. The Governors have never, so far as I know, interfered with a Head Master in getting boarders.

Rev. *D. Humphrys.*—But your lordship has read in the Report that there was accommodation in the Grammar School of Tipperary for sixty boarders.

280. Do you allege that there was some wilful shifting of boarders to the Tipperary School so as to make a factitious increase?

Rev. *D. Humphrys.*—Yes, my lord.

Lord Justice FitzGibbon.—I cannot see it.

Rev. *D. Humphrys.*—The facts are here, my lord. I have heard a story of what, if you will allow me to tell it, will illustrate the point.

Lord Justice FitzGibbon.—People are sometimes unreasonably suspicious.

Rev. *D. Humphrys.*—They might, but facts are stubborn things. There was a Protestant clergyman who had a very poor congregation.

281. Mr. Justice O'Brien.—And he borrowed a Catholic congregation?

Rev. *D. Humphrys.*—Precisely, my lord.

Mr. Justice O'Brien.—His bishop was coming.

Rev. *D. Humphrys.*—It actually happened, I believe. It is not a mere jest at all.

282. Lord Justice FitzGibbon.—The school to which you attribute this movement was not one that wanted it.

Rev. *D. Humphrys.*—I want to show that the same thing is going on still. So far as I can see, there are only twenty boarders now in the existing School.

283. Mr. Justice O'Brien.—What School?

Rev. *D. Humphrys.*—The Tipperary Grammar School.

Dr. Traill.—It is working up-hill now.

Rev. *D. Humphrys.*—It is working down-hill. Mr. Carson can find out the exact figure if you require it.

284. Lord Justice FitzGibbon.—It is scarcely fair to discuss these particulars without having them accurately. No school can be expected not to suffer temporarily by the change of a very successful master from it.

Rev. *D. Humphrys.*—But may I add respectfully that this plea is a part of all the case. There were five Grammar Schools under Erasmus Smith's Endowment. The Vice-Chancellor expressed his intention of letting one run down and keeping four. Now it is a remarkable fact that the numbers increased in the four to be kept on only by the running down of the Grammar School at Ennis, the School to be given up.

285. Dr. Traill.—That was not the reason for closing it.

Rev. *D. Humphrys.*—There were thirty-nine pupils in it. This cannot be explained away by any accidental combination of circumstances. There were five Grammar Schools. The Board determined to give up one of them and to hold only four. Within a year after that determination the numbers in the Schools they are going to continue holding are abnormally

increased—Tipperary from forty-nine to sixty-seven, Drogheda from twenty-five to thirty-nine. In Drogheda there has been also an increase in the number of day boys, and in Harcourt Street, where all the pupils are day boys, the numbers have run up from 164 in 1880 to 278 in 1886, although in 1879, when the Harcourt Street School had been nine years in existence, the number of pupils was only 130, and of them twenty were free boys. The number of boarders suddenly ran down from thirty-nine to fifteen in the School they were going to suppress.

286. Dr. TRAILL.—I know that the time they resolved to close it was when the pupils went down, and not when it was full of pupils.

Rev. *D. Humphrys.*—The Vice-Chancellor declared the intention to close it. There were then 39 boarders.

Dr. TRAILL.—Dr. Flynn took 25 boys to Ennis, and those boys, being from the North of Ireland, disappeared and were not replaced by other pupils. The Governors decided to close the School when it was going down.

287. Mr. Justice O'BRIEN.—You intimate that it is as the result of water that has flowed from one place to another, but that the number of pupils in the schools has not increased?

Rev. *D. Humphrys.*—By no accidental combination of circumstances could it have happened that out of the five Schools, four of which only were to be retained, the attendance should run down suddenly in the one that was to be shut up, and run up at the same time in the other four.

288. DR. TRAILL.—Do you persist in saying that it was the act of the Governors?

Rev. *D. Humphrys.*—Yes.

Dr. TRAILL.—Then let that be taken down. The Governors never interfered in such a way. They did not change the boys from Ennis to Tipperary.

Mr. Justice O'BRIEN.—That question cannot be determined here, and there is no use in discussing as to what was the cause of it.

Dr. TRAILL.—I can perfectly easily find out the boys and show that not one of them was sent.

Rev. *D. Humphrys.*—I think, Doctor, when you come to examine the evidence you will find it rather difficult to establish that contention.

Mr. *Carson*, Q.C.—It is right to say in the interests of the Head Master, Mr. Flynn, that everything Father Humphrys is saying is exactly contrary to the evidence. That evidence will be found at the Question 2,149 in the evidence given before this Commission, on March 11th, 1886. Here is what it is. It is in the Vice-Chancellor's evidence:—

"The Vice-Chancellor.—Now, as to Ennis, 15 boarders 15 paying day boys, and one free boy, 31 altogether—Mr. Flynn is the master. He is a very good man, an excellent schoolmaster, but he is heavily weighted down there.

"Lord Justice FITZGIBBON.—In what way?—They tell me it is too near Galway, there is not a sufficient space to feed it. Galway is considered a better school and draws away boys that might be expected to go to Ennis. We consider Ennis a badly placed school."

Then at 2,151 we have this passage:—

"We find it reported before that Mr. Flynn had just been removed from Dundalk, and he was so popular in his former place, Dundalk, that he has brought all his boarders with him, and he has since obtained others from different parts of Ireland, and notwithstanding, I find Ennis has fallen from 39 to 15.—Yes, those boarders went away and he did not get others. We feel very much for Mr. Flynn, and think that he is fighting an up-hill battle.

In your opinion it is the locality that handicaps him?—That is the general opinion of the Governors."

It is only fair to a gentleman who is trying to bring his school into the best condition, as Mr. Flynn is doing, to read that.

289. Lord Justice FITZGIBBON.—Mr. Flynn's school was closed because the Governors determined not to keep the Ennis School. Mr. Flynn would have been the last man they would have sent to Tipperary if they had not believed him capable of maintaining its efficiency. None of us see the bearing of your argument, except that this is a local endowment to which the locality is entitled. The fluctuation of boarders and their removal from one school to another do not affect the question. Oct. 21, 1892

Monsignor MOLLOY.—I understand Father Humphry's argument to be that the Endowment was left for the education of pupils living in the locality, and that however desirable it may be to have boarders coming from a distance, they are not the primary object of the Endowment; and that the school has failed to fulfil the end of the founder if the children of the locality receive no benefit from it.

Mr. *Carson*, Q.C.—On that point I should not interfere, but what I object to is that unsupported charges should be made here. I think the Vice-Chancellor is well able to take care of himself and to bear those charges, but I do not think it fair to Mr. Flynn, who is struggling there at great disadvantage, that charges should be made against him.

290. Monsignor MOLLOY.—I do not think it helps the argument in any way to continue to press the personal aspect of the question.

Rev. *D. Humphrys.*—I have made no charge against Mr. Flynn. The passage quoted by Mr. Carson leaves my argument exactly where it was. The Report of 1886 says that there were in the school 15 boarders. He does not say how many there were there the year before; he does not mention that.

291. Lord Justice FITZGIBBON.—We have already told you that this argument does not affect the question.

Rev. *D. Humphrys.*—Does it not affect me that I have to establish my opposition to the Scheme proposed?

292. Mr. Justice O'BRIEN.—The tendency of your argument has been to impute the increase of boarders in a particular school in Tipperary to an artful design on the part either of the Governors or the Master or both combined to represent this School as more flourishing than it is. Now, we cannot determine that matter, and it cannot affect the result of your argument. I do not mean to say that the reason suggested—the contiguity of Galway may not be a main reason of the decline of the Ennis School; but a great deal of it is to be attributed to the great tendency there is to send young persons to England for education.

Rev. *D. Humphrys.*—I would observe first that Galway is said to be too near Ennis. Now, I would ask Mr. Carson has it become nearer to Ennis than it was five years ago?

293. Ennis was one of the most flourishing schools at a time when it was the same distance as it is now from Galway.

Rev. *D. Humphrys.*—It appears to be one of Mr. Carson's arguments that it has moved nearer.

294. Monsignor MOLLOY.—The evidence we have received leads to the conclusion that the amount of accommodation provided for the pupils going to these schools was greatly in excess of the number of pupils available, and therefore they were never all full together. I think that the natural laws of demand and supply sufficiently account for the vicissitudes to which you refer without assuming any special design on the part of the Governors.

Rev. *D. Humphrys.*—Yes, Monsignor, but we know the question of fact. I have made a statement and Mr. Carson has sought to disprove it, but he has only left it where it was.

Mr. *Carson*, Q.C.—I have read the evidence for you, which was given by the Vice-Chancellor at the inquiry.

Rev. *D. Humphrys.*—I assume the Vice-Chancellor made that statement. It was made in the year after this Act came into operation. He also presented to you a Scheme in which it was arranged to leave the Ennis School out. Mr. Carson has not displaced in the slightest degree the statement that I have made in reference to the Vice-Chancellor. Will Mr. Carson say in what year was the number thirty-nine: he has merely stated that since '86 it was 15. My contention is that the number ran down

Oct. 21, 1892.

from thirty-nine to fifteen. With regard to this question of withdrawing the Endowment from Tipperary, the Lord Justice said on the first day of the Session that it would be absurd to turn the Tipperary Grammar School into a school for Technical Education. That, to some extent, implies the withdrawal of the Grammar School from Tipperary; but there is one question that I would respectfully ask the Lord Justice, if he will allow me. From that it appears that he is prepared to establish a Technical School in Tipperary. Would he require that all the teachers there should be Protestants?

Dr. TRAILL.—Erasmus Smith said they should.

Rev. *D. Humphrys*.—I am asking the Lord Justice.

Mr. Justice O'BRIEN.—You are not entitled to cross-examine the Lord Justice.

Rev. *D. Humphrys*.—I said if he would allow me, my lord.

295. Mr. Justice O'BRIEN.—I anticipated the very point you are making—how Protestantism was to be extended to carpenters and masons, and persons of that kind. Do you say it should be extended to workmen?

Dr. TRAILL.—Erasmus Smith said it should be extended to them.

Rev. *D. Humphrys*.—The point I would desire to make is this. From what the Lord Justice said it would appear that he was disposed to establish a Technical School in Tipperary. Would he admit that the teachers need not be Protestants? I would then ask him why should he contend that the teachers in the Intermediate Schools should be Protestants?

296. Mr. Justice O'BRIEN.—That is a legitimate argument for you, undoubtedly, for it raises the question—must there be a distinction in the constitution of the Board of Governors themselves?

Rev. *D. Humphrys*.—Precisely, my lord. I am here an advocate under difficulties. I have a good cause, but I am a bad advocate. I want to take advantage of everything I find stated in my favour. I believe if the Lord Justice stated that, he could not legally hold that the teachers under the Intermediate School should be Protestants if the teachers in a Technical School need not be Protestants under that Endowment. I cannot see how any man could hold that the intention of the founder would be violated by having teachers in an Intermediate School who are not Protestants. That is a strong point which I think there is no getting out of.

297. Dr. TRAILL.—You admit that it was the intention of the founder that the Masters should be all Protestants?

Rev. *D. Humphrys*.—I admit no such thing. You hold, Doctor, that his intention was they were to be Protestants. The Lord Justice held that that was not his intention, so far as I can gather from the report. Having used such a strong point as that in my favour, I want to obtain the results that flow from it. I repeat it. If the founder's intention is not violated by having Catholic teachers giving instruction in one of his Technical Schools, how is it violated by having Catholic teachers in one of his Endowed Intermediate Schools? I hope your lordships will pardon me; I am only a very clumsy amateur, playing the part of a lawyer, but when I get a good point I wish to get it on record. Now, my lords, we come to Erasmus Smith's intentions: I contend in the first place that we have his intention expressly laid down in his Indenture, and that, furthermore, from one of the cases which Mr. Carson read out yesterday about the decision of the English Educational Endowments Commission in coming to a conclusion as to what the founder's intentions were, we are obliged to confine ourselves exclusively to the intentions which he has expressed in his original Instrument. If I make a statement which is inaccurate, I hope Mr. Carson will correct me. Now it is to the original document of Erasmus Smith, which is known as his Indenture, we are to look first. It is according to it we are to be mainly guided in forming our notions of what his intentions were. We have very clearly explained here in a general way the intentions of Erasmus Smith, which, if adopted by your lordships, will be quite sufficient for my purpose. He begins the Indenture by saying: "Whereas most of the sins which in former times have reigned in this nation, have proceeded chiefly of lack of bringing up the youth of this realm either in public or private schools, whereby through good discipline they might be principled in literature and good manners and so learn to loath those heinous and manifold offences which, when they come to years, they daily perpetrate and commit." This, I presume, was the primary and principal intention of Erasmus Smith. The Irish Catholics at that time were accused of the offences which were committed in those days, and Erasmus Smith said that the cause of all that was the want of education. These are his words—"Whereas most of the sins which in former times have reigned in this nation, have proceeded chiefly of lack of bringing up the youth of this realm either in public or private schools." What is his opinion?—that the crimes which had been at the time committed in Ireland arose from the fact that the children were not taught in proper schools. What remedy does he suggest for that unhappy state of affairs?—he goes on to establish schools. Here are his own words, he first states his opinion that the condition of the people that prevailed was brought about by want of education. Then he says:—"This Indenture witnesseth that the said Erasmus Smith for the great and ardent desire which he hath that the poor children inhabiting upon any part of the lands in Ireland, as hereinafter is expressed, should be brought up in the fear of God and good literature, and to speak the English tongue and for other good ends." Then he states clearly and unequivocally that he has bargained with his trustees and their heirs, to give them his estates, provided they educated free and clothed the poor children inhabiting upon any part of his land in Ireland, that is the children of the tenants on his estates, and twenty other poor children within two miles of each of his schools. I submit that there is no getting out of this. He first stated his opinion of the cause of the lawlessness that prevailed. He deplored the outrages that were committed in Ireland, and he said that all these troubles arose from one cause—from not bringing up the children in schools where they would be principled in good learning, and taught the English tongue, and instructed in the fear of God. Now I contend that the education which is given in Catholic Intermediate Schools is the education there contemplated, and there specially mentioned by Erasmus Smith. Will any one here say that the children who are brought up in Catholic Intermediate Schools will be likely to go and commit outrages? If they do not, then they admit that the education which is given in Catholic Intermediate Schools is exactly the education Erasmus Smith wanted, namely, education that would stop outrages being committed in Ireland. I can quote Mr. Carson in my favour here. From what he said yesterday he cannot contend that the children brought up in Protestant Intermediate Schools will be less likely to commit outrages than the children brought up in Catholic Intermediate Schools. He said yesterday that Protestants did not pretend to be better than other people. Taking that admission I cannot see how he can hold that Protestants and children brought up in Protestant Intermediate Schools, will be less likely to commit outrages than children brought up in Catholic Intermediate Schools. Here we have the clearest proof that Erasmus Smith saw, or thought he saw, the state of things in Ireland and wished to remedy it by education. In that way we get at his intention. He believed education would improve the state of the country, and what he believed is what we are to take into account in estimating his intention. He believed that the outrages that then prevailed arose from want of education in Ireland, and he said if there are schools established in which proper education is given to children, the existence of outrages in Ireland will be, by that means, prevented.

298. Dr. TRAILL.—But did he not mean Protestant Schools?

Rev. *D. Humphrys.*—Later on we will come to that.

299. Not later on. He thought that popish seminaries were the cause of the whole thing.

Rev. *D. Humphrys.*—It is very inconvenient to be interrupted in this way between two propositions of a syllogism, especially when the interruption has as much to do with the argument as the state of the weather has.

300. Mr. Justice O'BRIEN.—My colleague seeks to narrow the intention that you ascribe to Erasmus Smith, to the institution of extreme and really Protestant Schools. In that way it may have a bearing on the matter, although it may be a groundless assumption.

Rev. *D. Humphrys.*—But that is not my argument just now.

301. Your argument is that the education in Catholic Schools is what Erasmus Smith wanted, and that no person at the present day can contend against it.

Rev. *D. Humphrys.*—That being so I do not see how it can be contended that Catholic Intermediate Schools do not fulfil to the letter the intentions of Erasmus Smith. Mr. Carson cannot adduce any argument at all events.

Mr. *Carson.*—I laid particular stress on the word "pretend," my lord.

Mr. Justice O'BRIEN.—He has made a great concession to you.

Rev. *D. Humphrys.*—My lords, my argument is this, that Erasmus Smith said that a grievous state of things existed in Ireland, and to meet that he established schools, at which the children of such of his tenants as needed free instruction might be taught. I say that Catholic Intermediate Schools fulfil the intentions of Erasmus Smith, whoever holds that they do not, must hold that Protestants are honester, or better, or more moral than Catholics? Will Mr. Carson?

302. Mr. Justice O'BRIEN.—He does not contend that, but he suggests that Erasmus Smith has added another condition.

Dr. TRAILL.—It is not what we think now; the question is what Erasmus Smith himself thought.

Mr. Justice O'BRIEN.—It is not a question of morality at all.

Rev. *D. Humphrys.*—I come now to another argument—with regard to the Catechism. Protestants contend that we cannot use this Endowment except we instruct our children in a Protestant Catechism of some denomination, although they do not agree amongst themselves what that denomination is to be. Now, some gentlemen may deem it expedient to banish logic from the domain of theology; but, I speak of course under correction, when I say I do not deem it to be expedient to banish logic from a court of law. Now, it is the first primary principle of Protestantism that every man is to take up his Bible, and under the direct influence of the Holy Ghost, to read out of it what he is to believe, and what he is to do to save his soul. No catechist has, then, a right to take up the Bible and point out to any man the passages of the text which contain what he is to believe. No man has a right on that Protestant principle, to say to another, this is the meaning of such and such a text. Hence, every Protestant Catechist is a person who acts in direct contradiction to the first principle of Protestantism. Now, suppose Erasmus Smith had commanded Geometry to be taught in his schools, and that he had laid down as one of its first principles, a square circle, I am sure this Commission would not pay any attention to such a direction. I say, logically, they are equally bound to pay no attention to his direction that anybody should be instructed in a Protestant Catechism, because it is in Protestant theology what a square circle is in Geometry, namely, a contradiction in terms. *Oct.* 21, 1892.

303. Dr. TRAILL.—Whether it is to be carried out or not, I suppose you admit that he gave the direction

Rev. *D. Humphrys.*—There is one fallacy, Doctor, which you appear to be labouring under all along. You take it for granted, that I admit every position of yours. I am trying to exhibit my views and not to be turned aside from them

304. Mr. Justice O'BRIEN.—He has made that mistake occasionally. You say, that assuming he had directed a catechism to be used, it is not an essential part of Protestantism.

Rev. *D. Humphrys.*—Yes, my lord, and that a court of law is logically bound to pay the same attention to a founder directing that the children in the schools should be instructed in the Protestant Catechism, as they would be bound to pay to a founder who says the children in my schools are to be instructed in Geometry, but one of the first principles of that Geometry, is a square circle. Again, supposing Erasmus Smith had left his Endowment to give a dinner every day to all the poor people in a certain lane.

305. Well, that case would never arise, for nobody would ever give it.

Rev. *D. Humphrys.*—Although, my lord, it may never arise in fact, take it in theory, and it will serve my purpose. Suppose Erasmus Smith had left an endowment of a dinner every day for the poor residing in a certain lane, and he added that those poor people are not to get this meat, except they take vinegar on it; suppose the poor of the lane would not take vinegar on the meat, but that the poor of the next lane had a special taste for vinegar, I would like to know would the persons disposing of the foundation be justified in taking the Endowment from those to whom he had left it with the vinegar, and giving it to others to whom he did not leave it at all.

306. Suppose the founder of an hospital in London had directed that the pupils in his school should wear blue coats with yellow sleeves, would the trustees be justified in inserting that in the Scheme?

Rev. D. *Humphrys.*—No, my lord, they would not. Now, my lord, another point is, that this Endowment, left for the education of the tenants' children on his property, is as much a property by law at present as land is, and perhaps a more marketable property. The law says that if a certain quantity and quality of Intermediate Education is turned out, it shall be paid for. According to the law of the land, then, this legacy or Endowment which Erasmus Smith has left to the children of his tenants and other poor children, is as much a legal property as land is, or as the meat he would have ordered for the people living in the lane. I say if, then, he has left a legal property to specified schools, nothing less than an Act of Parliament can take that property from them. Again, supposing Erasmus Smith had left his Endowment to train a Company of Infantry, and suppose there was a certain book of drill at that time, and he prescribed this book of drill for their training. Of course, at that time that book of drill would contain directions as to the use of flint guns. I want to know, at the present day would the army be bound by that drill-book, or would a Commission, sitting to find out how to employ such an Endowment, be justified in recommending that a Company of Her Majesty's Infantry in the present day should be trained to the use of flint guns. Certainly they would not. For the same reason, I say that there is no reasonable ground to contend that the children who are legally entitled to this property of Erasmus Smith's, must now submit to be instructed in the Catechism of the Westminster Divines, or in the Catechism of Archbishop Ussher. These Catechisms are as much out of date now as flint guns.

Oct. 21, 1892.

307. You say the arm of precision is Alban Butler's Catechism.

Rev. *D. Humphrys.*—Precisely, my lord. Now I come to take direct issue with the amendment proposed by Lord Justice FitzGibbon and Dr. Traill. Mr. Justice O'Brien, at a meeting held on the 6th February, 1891, moved, and Professor Dougherty seconded a resolution—"That a revised scheme be prepared on the basis of a mixed Governing Body, to manage the Endowment, and that the benefit of the Endowment be available for all denominations without any religious test." Lord Justice FitzGibbon proposed, and Dr. Traill seconded an amendment:—"That due regard to the spirit of the founder's intentions requires the constitution of the Governing Body to be exclusively Protestant." I take direct issue with that amendment, and I say that due regard to the intentions of Erasmus Smith, in so far as we can find them out, requires no such thing, and leaves it open to provide for the establishment of a mixed body or even a Catholic Body. In his discursive rambles through Chancery, Mr. Carson has laid down one principle with which I thoroughly agree, and that is, that to find out what the intentions of the founder were, we must examine and consider carefully the history and circumstances of the time in which he lived. Now, my contention—which I am prepared to prove from clear historical evidence—is, that both in laying down the constitution of the Governing Body, in endowing the Schools, and in prescribing religious instruction to be given in the Schools, Erasmus Smith had no choice; he was not free. I am dealing first with the constitution of the Governing Body, and I say that the religion of the persons who composed that body is no evidence at all as to what Erasmus Smith wished to be the religion of the body that was to govern this foundation; because I say that he appointed those gentlemen as Governors of his Endowment, not on account of their religion at all, but because they were men of influence under the Governments from which he was to receive his lands, and who had it in their discretion to determine how much land he should get, what should be the quality of that land, and where he should get it. That is the position which I take up, and I undertake to prove it from historical evidence. Now, the first fact which I adduce in proof of this contention is, that this Erasmus Smith was one of the adventurers. Of course your lordships know who the adventurers were. In the year 1642, 2,500,000 acres in Ireland were confiscated on account of the rebellion of 1641. I know that one of your number, Dr. Traill, has spoken of bringing in considerations of equity in discussing this question. But the first point of equity to which I would call attention is this, that Irishmen were dispossessed of 2,500,000 acres because they rebelled against King Charles I., and these 2,500,000 acres were given to other men who had not only rebelled against King Charles I., but who actually cut off his head. So far as to the equity that appertains to this transaction. Now, Erasmus Smith was one of those adventurers. I quote first from "The Cromwellian Settlement of Ireland" by Prendergast. It is from that in fact that I take most of the evidence that I am about to bring forward. I find it bears very clearly on the history of the time in which Erasmus Smith lived. He was one of the adventurers. In pages 394 and 395 there is given a list of the adventurers who settled in the barony of Clanwilliam. Tipperary is in the barony of Clanwilliam. Not only is his name given there, but the number of pounds that he contributed, and the number of acres he got in return, both in Irish and English measure. Here we have it all on page 395, Erasmus Smith mentioned in the list of adventurers. He paid £1,345, and you will see from the Indenture that he obtained lands.

308. Monsignor Molloy.—What are you reading from?

Rev. *D. Humphrys.*—From Prendergast. He got in the barony of Clanwilliam for £1,345, 2,988 acres 3 roods and 22 perches, Irish measure, which is equal to 4,841 acres 2 roods and 1 perch English measure. Now, I am about to bring before your lordships the drift and force of my argument by a special case before I proceed further in this line. My argument is, that Erasmus Smith was at the mercy of the Governments of that time; first of Cromwell, and then of Charles I. for his lands. We see that he made the Indenture in 1657, and that the Act of Settlement was passed in 1662. We see that even that did not legalise his claim to even a part of the property. It was the Act of Explanation, passed three years afterwards, in 1665, which gave the trustees a legal right to the property. During that time then, when he was occupied in making this foundation, he was completely in the hands, first of the Government of Cromwell, and secondly of the Government of Charles II. It being in their hands to allot lands to him, it was his interest to appoint as his trustees the men who were first the favourites and influential under Cromwell, and, secondly, the men who were the favourites and influential under Charles II. And that precisely was what he did. Now I will give you one case which illustrates the high stake he was playing for, and how necessary it was for him to conciliate the favour of the Government in power. I have read for you that for £1,345 he got 2,988 Irish acres, or nearly 5,000 English acres, and I know that those 5,000 acres are the very best of the land in Limerick and Tipperary, with the exception of some small portion near Cashel. Erasmus Smith then got for £1,345 nearly 5,000 acres of the best land in Tipperary; he got moreover in Tipperary, 1,079 acres for £300. I will just point out how this adventurer fared in Ireland.

309. Dr. Traill.—Do you suggest that he got the land under the value at the time?

Rev. *D. Humphrys.*—I am not discussing that point at present, Doctor.

Dr. Traill.—Lord Cork bought his whole estate at Youghal from Sir Walter Raleigh for £500.

Mr. Justice O'Brien.—He got the rest by a grant.

Rev. *D. Humphrys.*—There was another adventurer, Sir Nicholas Crisp.

310. Lord Justice FitzGibbon.—The bargain then made cannot affect the rights of property now.

Rev. *D. Humphrys.*—I am going to show that it does, if you allow me. Sir Nicholas Crisp had lent to the Government, as we see at page 240, (Prendergast) £3,200. Erasmus Smith had lent altogether £2,700, and for £1,345 of his money Erasmus Smith got nearly 3,000 Irish acres of the best land in Tipperary. How did Sir Nicholas Crisp fare after giving £3,200? His petition, which is set forth here, states how he fared. It is given in page 241, and it shows that those who had shares allotted to them in that same barony got good land like Erasmus Smith, "because they were men of power in that evil time." I commend these words specially to your lordship's notice: "Men in power in that evil time." He goes on to say that the practice was to divide the barony into four equal parts, and they, contrary to all justice and equity divided the one half into three parts, which should have been divided into equal quarters, by which unequal division his portion was in a bog and coarse land, which he could not let for more than a quit rent. He says it is, therefore, his most humble prayer "that you will give an order to the Right Honorable Commission that there may be a view had of this indirect dealing, so that right be done to the petitioner therein." Now, my lords, to understand these words, it is necessary that you should see the drawing of the plot that has been so taken and divided.

311. Mr. Justice O'Brien.—Suppose now, Mr. Humphreys, that you establish your contention, what will those observations go to prove? What I understand your argument to be is, that Erasmus Smith, having

purchased that property for a small amount, he designated certain persons of influence as his trustees for this Endowment. Is that your argument?

Rev. *D. Humphrys.*—No, my lord. My argument is this, that he has not got his property altogether free, that he has had to depend on others for it.

312. Assume that his property being in an uncertain position, to obtain better terms for himself he designated certain persons of influence as his trustees; supposing you establish that conclusion, what use do you make of it?

Rev. *D. Humphrys.*—It is argued that, by the fact of the trustees he appointed being Protestants, we are bound to continue the religion of the present board of trustees, and that the board you are going to appoint must be Protestant. I meet that argument by showing that Erasmus Smith appointed those gentlemen as his trustees, not because they were Protestants, but because they were influential persons under Cromwell's Government, and that the trustees he appointed in Charles II.'s time were appointed only because they were influential men under Charles II.'s Government. At that time he had not got the lands, and I can show what was then going on in Ireland. There was a dispute about the allotments between the adventurers and the soldiers. There was also a dispute between the officers and the soldiers, and it was said that the officers were tricking and cheating the soldiers out of their lands. There was a dispute too between the officers themselves; and in all these contentions it was of the first importance to Erasmus Smith that he should conciliate the favour of the men who were in power, that he should be well thought of by the men who were parcelling out the land in Ireland. I can prove that these men were his trustees. Erasmus Smith liked a good dinner and he kept in favour with the Carvers under Cromwell and under the government that succeeded Cromwell. I show your lordships what happened as a natural consequence—that Erasmus Smith who kept in the good graces of the influential men in Ireland under the government of Cromwell, and under the government of Charles II., got for £1,345 nearly 3,000 acres of the best land in Limerick and Tipperary, while another similar adventurer who did not cultivate this influence, either because he had not such influence in his favour, or because of the unequal dealing practised in evil times, got for £3,000 a bog on the banks of the Shannon. To understand this argument it is necessary to show your lordships this diagram which is in the work, and which shows the land that was to be divided, and how he got three parts of a quarter, and was put down in a bog. I quote that to show that it was of the first importance to Erasmus Smith to keep in favour with the men of influence; first under Cromwell, and secondly under Charles II. I shall later on show you who these men were and that they were special friends, first of Cromwell's government, and second of Charles II.'s government.

313. Dr. TRAILL.—Do you suggest that he was a good Roman Catholic all the time?

Rev. *D. Humphrys.*—I suggest no such thing. I have heard you once say a very good thing, that you should always get your adversary to admit something he cannot deny. To understand this question it is necessary to go back to the plantation under Cromwell. As your lordships are aware 2,500,000 acres were confiscated in 1642. These lands were seized on account of the rebellion of 1641 according to the scheme of the Parliament of England for the suppression of the rebellion in Ireland. Those 2,500,000 acres were transferred as security to those who could advance money for providing an army to quell that rebellion, but before it could be quelled the rebellion broke out in England against King Charles I., and the army was taken there to fight against him. The war was not entirely over until the 26th September, 1653.

314. Mr. Justice O'BRIEN.—We are all entirely of opinion that the tendency of this argument cannot conduce in any way to illustrate the inquiry we are engaged in. I concede all you say to be true—that during the Commonwealth and afterwards, after the Restoration, Erasmus Smith stood in such a position that it was advisable for him to conciliate certain persons and name them as his trustees. According to my view of the law if a person who attempts to have a bust in Westminster dies and names as trustees existing members of the English Cabinet, on that will no question could arise; it would not affect the question at all. The nature of this argument you are now advancing appears to me to weaken rather than to advance the general result of what you contend. And further it detracts in my own opinion from the nature of your argument in other respects. It cannot in any way advance the object of this present inquiry.

Rev. *D. Humphrys*—My lord, if you would allow me, I have only commenced my arguments.

315. We admit all you say, that the constitution of this body arose from some motive in his own mind. It cannot affect the question.

Rev. *D. Humphrys.*—My lord, before your lordship joined this Commission, an inquiry in, I think the year 1886, into the religion of each of the members that composed the body of trustees, was gone into.

316. In my opinion you have some advantage in the consideration that there is nothing said about the religion of those trustees.

Rev. *D. Humphrys.*—My lord, I am afraid you do not understand my argument. It has been contended here by the Protestant party that the religion of each of the persons appointed under Cromwell as trustees, being Protestant, the religion of all persons to be appointed now must be Protestant also.

317. Lord Justice FITZGIBBON.—That is not the argument originally. You want to show that Erasmus Smith was a man who would approve of what was pleasing to the Government of the day. The question is, what did he approve of? We must confine you to arguments that have some bearing on the matter

Rev. *D. Humphrys.*—But you have not heard my argument yet. I have only laid down the foundation of it.

318. Mr. Justice O'BRIEN.—We have intimated that if you arrive at the conclusion you contend for, it will not affect the question.

Rev. *D. Humphrys.*—Before your lordship joined this Commission, Protestants and Presbyterians and other denominations of Protestantism went minutely into the religion of each of the persons appointed under Cromwell as trustees.

319. Lord Justice FITZGIBBON.—You must see why it was gone into, and how it was relevant.

Rev. *D. Humphrys.*—It was gone into to prove that the religion of the Governing Body must be Protestant. Of course, I labour under great difficulties. I am only a layman.

320. Mr. Justice O'BRIEN.—In this matter you are labouring under no disadvantage, because you are arguing a proposition, the irrelevancy of which can be seen.

Rev. *D. Humphrys.*—Unless you allow me to state my argument, I cannot establish the point I wish to put before you.

321. Do not say that you have been prevented from stating your argument, where you have had intimation that if you establish your conclusion it is not relevant. I say again that if you establish, to my satisfaction, that every one of those Trustees was a member of the Cabinet under the Government, it would not affect my opinion in law.

Rev. *D. Humphrys.* — My contention is that Erasmus Smith appointed the Trustees, first under Cromwell, not on account of their religion, but because they were men of influence; and secondly under Charles II. for the same reason.

Mr. Justice O'BRIEN.—We assume that.

Rev. *D. Humphrys.*—I have quoted evidence to show how necessary it was. If your lordships will allow me I will quote Mr. Prendergast.

Mr. Justice O'BRIEN.—It is not at all relevant to

Oct. 21, 1892.

this inquiry. We are not limiting your arguments at all. In any matter that is relevant or material we will hear you, but we must impose limits.

Rev. *D. Humphrys.*—My lord, I respectfully submit that I have not opened my argument at all.

Mr. Justice O'Brien.—You have opened a very clear argument, but we cannot say this is material.

Rev. *D. Humphrys.*—I respectfully request that you would hear me a little longer.

Mr. Justice O'Brien.—Not on this part of the question.

322. Lord Justice FitzGibbon.—I should regret that you considered we did not hear you fully. But it is our duty as judges not to waste time in listening to things that we see are not relevant. We have carefully read the printed statement you sent in, and have been observing that you have been to a great extent enforcing what you have already put in print. It is only fair to acknowledge that you have sometimes been giving greater force to what we have in print. But now you want to enforce some of this printed matter which is not relevant, therefore we ought not to hear it.

Rev. *D. Humphrys.*—Of course I bow to your decision, but this argument is not in the book at all that I sent in. I have tendered a large quantity of matter which is not in that book.

Lord Justice FitzGibbon.—You have, and as far as it is relevant we have heard it.

Rev. *D. Humphrys.*—Now, my lords, I shall proceed to examine the arguments brought from Chancery by Mr. Carson, and I would remark in the first place that I have read nearly all the evidence and arguments bearing on this Endowment that was brought before the Commissions of 1857-58, 1880, and this Commission of 1885, and during all that discussion I have never seen cases from Chancery introduced into the discussion of this question. That is the more remarkable because the only advocate here at present of the Catholic claims is a layman. Eminent learned counsel have appeared before you on behalf of Catholic schoolmasters, and no arguments from Chancery were adduced before those gentlemen. Now perhaps I shall again be accused of imputing motives if I say that these arguments in Chancery have been pelted at my head in order to daze me, or that there has been an attempt to fold up this question in legal cobwebs, and leave it rest where it is for 250 years more. I respectfully submit that all the decisions from Chancery that Mr. Carson has brought to bear on the consideration of this Endowment are altogether beside the mark. In all these decisions, the question was to find what was the intention of the founder on doubtful data or evidence alone. First to determine what his intention was, the only data to determine it was doubtful data or evidence. Secondly, to determine what his intention must be under the altered state of circumstances, the only evidence again given to decide the question was doubtful; and in none of these cases was there any principle, any fixed principle, any irrevocable principle, obliging the judge to give his decision in one direction, and in one direction alone. Now, I submit, that in considering this Endowment, we have a principle, a most distinct principle, which is to decide your Commission, my lords, in determining what was the will of the founder, and how much regard you are to have to the spirit of his intention. That unshakeable, distinct principle is to be found in the 3rd clause of Section 13 of the Educational Endowments Act. Now, my lords, I contend that in weighing what Erasmus Smith's intention was, and what amount of regard you are to have to the spirit of his intention, that you are to be directed specially by this unshakeable, distinct principle laid down in the 3rd clause of Section 13. If the 1st clause were read alone, namely, that in forming a scheme, it shall be the duty of the Commissioners, with respect to the constitution of the governing body and to educational provisions, to have regard to the spirit of the founder's intentions—if that clause stood alone, it would be your duty to consider two things: first, what the intention of the founder was; and, secondly, what regard you are to have to the spirit of that intention. But that clause is not read alone. It is to be read in connection with the third Section, which provides that you are not to allow what is specially set aside for a poor class, within a particular locality or area, to be taken away from them. I submit that this distinct principle, so clearly laid down in the 3rd clause of Section 13 is absolute, and there is no corresponding principle in any case adduced from the Court of Chancery by Mr. Carson. In every case that he adduced, the problem before the Court was what was the will of the founder, and the only evidence the judge had was doubtful evidence in all these cases. There was no fixity, no unalterable principle outside the doubtful evidence on which the judgment of the judge was to be based. Now, I submit that we have here, in the 3rd clause of Section 13, a fixed, distinct, and accurate principle which must guide your lordships in determining what amount of regard you are to have for the spirit of the founder's intention. Here it obliges you not to give such regard to the spirit of the founder's intention as would take away from the Catholic tenants of the estate the property which this 3rd clause says most distinctly is their property. In framing this scheme it shall be the duty of the Commissioners, with respect both to the constitution of the Governing Body and to educational provisions, to have regard to the spirit of the founder's intention; but above all to provide against any part specially set aside for the poor within a particular area being taken away from them. Where the founder of the Educational Endowment has expressly provided for the education of the children belonging to the Tipperary Grammar School district, the Endowment for their education is to be continued available for them in this district. Now, my lords, if you are to pay regard to the spirit of the intentions of Erasmus Smith in framing the constitution of the Governing Body, you are to put in a provision that would make the Endowment applicable to the tenants' children on the estates. I then repeat that this 3rd clause of Section 13 puts out of court altogether all the arguments adduced by Mr. Carson from Chancery, and for the same reason all the decisions of the Educational Endowments Commission. He has himself said that those decisions ought to be left out on another ground, because the two Acts are different. Now, my lords, I respectfully submit, although I am sorry to say that an argument to which I attach the most importance has been shut out——

323. Mr. Justice O'Brien.—In all questions there must be somebody to rule. You will see that you have said what was important on other branches of the case, and I do not understand why you should wish to push doubtful arguments. You have already argued this matter with very great force. You said with great reason that in these cases the judge was not directed by any great principle which you say would stand in his way. We understand that argument perfectly.

Rev. *D. Humphrys.*—Quite so, my lord; but I submit that I have proved the amendment to the resolution of the 6th January is not sustained by evidence. The resolution of the 6th January is to the effect that a Draft Scheme be prepared on the basis of a neutral or mixed board of Governors, and subject to no religious test. I agree with that resolution, that is to say so far as it admits a mixed Governing Body, and throws the Endowment open to persons of all denominations without any religious test. But I dissent from the resolution in so far as it takes away the Endowment from the tenants' children and the other poor children until they are first supplied. I submit that this resolution would be a suitable one to adopt:—"That a Draft Scheme be prepared on the basis of a neutral or mixed body to

manage the Endowments, all the benefits of the Endowments being available for all the children of the tenants of all the estates formerly held by Erasmus Smith, and for the other children for whom he intended his Endowment, of all religious denominations without any religious test." I submit that to throw open the Endowments to all denominations throughout Ireland is a direct violation of the 3rd clause of the 13th Section of the Act, because that clause says that where the founder of the Educational Endowment expressly provided for the children of the tenants on the estate they should not be deprived of the Endowment.

324. Mr. Justice O'Brien.—That resolution was merely a direction for preparing the Scheme. Do you find anything in the Scheme that diverts this charity from the locality, or from the persons entitled, and give it all over Ireland?

Rev. *D. Humphrys.*—Yes, my lord, there is that clause in it.

325. All denominations does not mean all denominations all over Ireland. I think you are under a misapprehension in that resolution. According to my notion, it does not divert this charity.

Lord Justice FitzGibbon.—The Scheme does appear to me to open the Endowment indiscriminately to persons of all denominations all over Ireland, irrespective of locality.

Rev. *D. Humphrys.*—Yes, and I altogether object to that. I say that it is against the express directions of Erasmus Smith, that any part of the Endowment should be given to persons outside the estates formerly held by him, and within two miles of each of the Schools. I say it is a direct violation of his intention to go outside this class, until all this class are supplied.

326. Mr. Justice O'Brien.—According to my idea, the Scheme expressly provides that persons on these estates are to be provided for, before any of this Endowment is to be used for any other purposes.

Rev. *D. Humphrys.*—Monsignor Molloy has taken my view.

327. Monsignor Molloy.—It is quite true that in the Draft Scheme, a large portion of the Endowment is extended to all Ireland, and I have objected to that extension.

Rev. *D. Humphrys.*—I am against extending it at all outside the locality. I would quote the decision to this Commission of the Privy Council regarding the Royal School Endowments. I heard Lord Justice FitzGibbon state on the Commission on the Royal Schools, in 1888, that the King gave the Protestant Primate permission to fix the sites of the Royal Schools throughout Ulster.

328. Lord Justice FitzGibbon.—If the first claim is for the children to whom it was left by Erasmus Smith, it does appear to me that it necessarily follows that those cases you refer to would apply, and that neither Protestant nor Roman Catholic would have any claim on the Endowment until all these first claims had been satisfied; but that does not appear to me to be the principle on which the Scheme has been drafted.

329. Mr. Justice O'Brien.—It is provided that if in any year a sufficient number of candidates shall not present themselves, the Governors may open the competition throughout Ireland. What else have they to do with the money, supposing they are going to use it.

Rev. *D. Humphrys.*—With regard to what Lord Justice FitzGibbon said as to excluding Protestants and other denominations, I want no such thing. I want to give the Endowment to all the children on the estates, let them be Protestants or Catholics.

Mr. Justice O'Brien.—There is no single clause in this Scheme that does not provide in the first instance for the children on the estates. You will find the same view expressed in clause 29.

Lord Justice FitzGibbon.—Clause 29 is limited to a sum not exceeding one-sixth. It may be as little as the Governors like, but it is not to exceed one-sixth.

Rev. *D. Humphrys.*—What I wish to have done is to keep the Endowment on the estate and to open it to all religious denominations on the estates. Oct. 21, 1892

330. Monsignor Molloy.—We take your argument to be that the Endowment should be made available for all the children living on the estates.

Rev. *D. Humphrys.*—Precisely; but I dissent so far as it opens any part of the Endowment to outsiders. That view even is in accord with the decision of the Privy Council with regard to the Royal Schools. Although in the foundation of the Royal Schools the King had left a discretion to the Protestant Primate of Armagh, to found schools in any part of the province he would think fit, although in accordance with that principle the Commissioners set aside £1,600 to give prizes in the province, yet, in the face of all that, the Privy Council set aside that provision, and insisted that the money for the Portora Royal School should be given to the Portora Royal School. Now that opens up a very important point for us—it is this—that a very large sum of money also has been obtained by the Governors from the Railway Company, and I should think from the Government for the site of the Military Barracks in Tipperary. The railway runs through a large portion of the very rich land belonging to the Governors, and that money as I am informed has accumulated to a large sum, in 1870 there was £20,000 in bank. So here on the same principle as that adopted with regard to the Royal Schools, I would say that money should be given to the district to which it belongs.

331. Mr. Justice O'Brien.—Does the fund exist at present.

Rev. *D. Humphrys.*—Yes my lord.

332. It belongs undoubtedly to the trust.

Rev. *D. Humphrys.*—I would claim it on the principle adopted by the Privy Council which gave to the Portora Royal School the money coming in every year, and the accumulation in bank. I would claim for Tipperary District the money that was got from the Railway Company and for the site of the Military Barracks from the Government. Now, my lords, it would appear that an attempt has been made to endow still further the High School in Harcourt Street. I have before adduced Lord Justice FitzGibbon to prove on his own showing, that the maintenance of the High School in Harcourt Street is against the founder's intention. I refer to his decision in the case of the Ballyroan Endowment. He said on account of the 3rd clause of the 13th Section that the trust cannot be removed from Ballyroan. I quote this to show that the Lord Justice says a school cannot be established in Maryborough for it would not be available for Ballyroan, but that it might be established in Abbeyleix which was only three miles distant from Ballyroan.

333. I fear you have a difficulty in applying that argument because it has been determined to divide that endowment between Abbeyleix and Maryborough.

Rev. *D. Humphrys.*—I am only quoting the interpretation of Lord Justice FitzGibbon. It was there urged that a very efficient school might be established in Maryborough, while only a poor school could be established in Abbeyleix. The Lord Justice replied that you might found a school at Maryborough, but that that would not be carrying out the intention of the founder and that the money should be kept within the district, so far as it was necessary. Therefore when the Lord Justice says that the High School at Harcourt Street is efficient and ought to be maintained, I would quote his words against himself; it is not a school that the founder intended to be established and maintained. He intended that his Schools should be within reach of the children of the tenants living on his estate and other poor children living near his Schools.

334. Always assuming that it was requisite for them.

Oct. 21, 1892.

Rev. *D. Humphrys.*—Yes; and I have another instance where the Lord Justice has expressed the same opinion referring to Leamy's School in Limerick. I think Dr. Traill objected to the decision as to dividing the endowment of the Limerick School. He said that it was a very efficient school and that it should not be interfered with, but the Lord Justice replied, "Yes, it is a very efficient school, but it is not a school that carries out the founder's intention."

335. Lord Justice FITZGIBBON.—There is the higher authority of the Privy Council on that proposition now. You are quoting an over-ruled opinion.

Rev. *D. Humphrys.*—The Privy Council has over-ruled it, but whether your lordship agrees with it I do not know. My argument is that you cannot have one principle of interpretation for Harcourt Street and another for Maryborough or Limerick.

336. Mr. Justice O'BRIEN.—On any view of the Limerick case the endowment remains in the same locality and, therefore, it is not applicable to Harcourt Street.

Rev. *D. Humphrys.*—Yes, but the point I am coming to is that it is not a sufficient excuse to depart from the founder's intention to say that the School is efficient. If it is argued that the High School in Harcourt Street is efficient, then I say the argument does not hold, for it may be efficient but it is not according to the intention of the founder. Now as to the constitution of the Governing Body I say that judges ought not to be put on again. I see that Lord Justice FitzGibbon objects to judges being put on, and quotes a decision which I do not know of the Privy Council. I would altogether change that arrangement of the Scheme. Again, considering the history of the time judges ought not to be put on the Governing Body. First, looking at the manner in which they have managed the Endowment hitherto I think their services ought not to be continued. I would say that they were put on first by Erasmus Smith, not because they were judges, but because they were friends of the Government who had in those evil days the power to give him a large slice of land, as they did, and in a quarter which would make the property more valuable. I say that was the reason the persons named under both Governments were put on as trustees, first under Cromwell, and secondly under Charles II. If I should be permitted to reply to an argument that has been used heretofore regarding the religion of the members, first under Cromwell's, and secondly under Charles II.'s government, I should like to do so. I would refer to one of his Trustees, Dr. Henry Jones. Now, I think the very fact that Erasmus Smith appointed Dr. Henry Jones on both these Commissions, is a clear proof that in appointing his Trustees he paid little regard to religion, or that he was not free. Who was Dr. Henry Jones? He was one of the four sons of Dr. Jones, Protestant Bishop of Killaloe. His brother was Governor of Dublin, and a special friend of Cromwell. Of course, then, this Dr. Henry Jones was a person of great influence with Cromwell, and was, moreover, one of the Commissioners appointed by Cromwell to give dispensations in the Act of Transplantation. All the Catholics outside Connaught were ordered to retire into Connaught on pain of death, except labourers, artisans, ploughmen and others not worth £10. They were ordered to leave the other parts of Ireland before the first of May, 1654. Many could not get away so quickly, and had to apply for dispensations, and one of the persons who was appointed to give these dispensations was Dr. Henry Jones. But now, let us come to his religious character. He was at first Bishop of Clogher, then in Cromwell's time he became a Presbyterian and the scout-master general in Cromwell's army. After Cromwell's death, and when Charles II. came in he becomes again Henry Lord Bishop of Meath.

337. Mr. Justice O'BRIEN.—Having been a Presbyterian in the meantime?

Rev. *D. Humphrys.*—He was anything you please, my lord, so long as he was well provided for. He reminds me of Macaulay's description of Churchill. Macaulay says Churchill did not care a straw what king reigned in England so long as he had every day at dinner three courses and a bottle of port. Lord Henry Jones appears to have been a gentleman of the same religious opinions. Now, the very fact that Erasmus Smith appointed such a man as one of his Trustees, is a clear proof that in appointing his Trustees he paid no regard at all to religion. Here was a man who was a Bishop of the Protestant Church; he renounced Episcopacy under Cromwell when he found that it would not pay. Then, when Cromwell died, and Charles II. was on the throne, he again became a bishop. He clearly changed and re-changed his religion from the most sordid and mean motives. I say, then, that the very fact that Erasmus Smith appointed Henry Jones, first under Cromwell, and secondly under Charles II., is conclusive proof that he did not pay the slightest regard to religion in appointing his Trustees, and was not very ardent in propagating it. I ask any man, Protestant or Catholic, what does he think of a man of that class? He is a Protestant Bishop to-day; he becomes a Presbyterian to-morrow; then he goes back to Episcopacy again. The very fact that Erasmus Smith appointed such a man twice as one of his Trustees ought to be a decided proof that either Erasmus Smith paid no attention to religion in appointing his Trustees, or if he did that he was not free. If he was not free in making those appointments, as I contend he was not, there is no argument that the religion of the persons he appointed was to be the religion of his Trustees. We are told we ought to have regard to the spirit of the founder's intention. If we are to take the religion of his Trustees as an indication of his intention, the appointment of Lord Henry Jones, first under Cromwell, and secondly under Charles II., would go to show that no man should now be appointed as a Trustee to this Endowment except he had changed his religion twice, and not from conscientious motives, but from the most sordid and selfish motives. Here is another Trustee—Major Anthony Morgan, an officer in Cromwell's army, and a commissioner of revenue. He was a member of Parliament and spoke in Parliament, and he desired that three beasts ought to be exterminated in Ireland, on the head of each of which he placed £5; one beast was the wolf, another was the priest, and the third was the Tory. Tories in those days were very different from those who are called Tories now. The Tories in those days were the Irish gentry and the other Irish proprietors who were dispossessed, and had to fly to the mountains for their lives, and the Tories of those days did not allow themselves to be robbed with impunity. They exercised a very salutary influence on those who were usurping their property.

338. I think any renewal of the discussion that has been closed by the unanimous opinion of the bench is not desirable. We cannot consider the observations to be useful. I certainly for myself am of opinion that as you have already been informed that this part of the matter is not material at all, you ought not to occupy further time with it.

Rev. *D. Humphrys.*—I shall not refer to it further my lord, there are arguments which are very important, and this is not one of those in my book. I shall make no further reference to them, but confine myself to questions of fact. It has been stated by Dr. Traill that the Catechism of the Westminster Divines has been composed on Archbishop Ussher's Catechism.

339. It cannot have been, because it was before it.

Rev. *D. Humphrys.*—Yes. But I am referring to what Dr. Traill has said.

340. This part of the case belongs entirely to the General Representative Body of the Presbyterian Community.

Rev. *D. Humphrys.*—Yes, my lord, but I have an interest in the case.

341. You have, so far as Erasmus Smith's intention can be deduced from it.

Rev. *D. Humphrys.*—I have a very important argument from the Catechism. I say that each of the two Catechisms was the Catechism of the Government of the day. That of the Westminster Divines was composed by 120 divines, and 30 laymen, 10 lords, and 20 commoners.

342. Lord Justice FitzGibbon.—We must consider the time and convenience of others. That argument is the same that we have ruled to be irrelevant.

Rev. *D. Humphrys.*—The question of the Catechism gives an important argument which I shall very briefly state. Erasmus Smith selected these Catechisms, not on account of what was taught in them, but because they were at the time the Catechism of the Government.

343. I have told you that when you have stated that there is no more to be said upon it.

Rev. *D. Humphreys.*—Yes, my lord. The Book of Common Prayer was set aside and the Catechism of the Westminster Divines was put in its place. Then Erasmus Smith adopted that Catechism. When Charles II. came to the throne that Catechism of the Westminster Divines was set aside and another Catechism introduced. It is here objected why was not the Catechism of the Protestant Church of Ireland specified. We have no evidence that there was any other Catechism used in the Protestant Church of Ireland. The reason Ussher's Catechism was put in was because he was the representative of the King in Ireland and one of his friends, and he having written a Catechism it is only natural that Erasmus Smith should put in that Catechism as the Catechism of his Schools. Afterwards he introduced this Catechism into Trinity College. Of course the man's position gave him the means of carrying that out. He introduced it into Trinity College, but it was thrown out—strangled. He suggested Ussher's Catechism simply because it was the Catechism of the Government of the time. There is for me a very strong argument from the letter of the 6th June, 1682, for in that letter Erasmus Smith says that religious instruction, exposition and the reading of the Scriptures must be given in his schools "because the rules and statutes of his Majesty commanded it." Now, I found a very strong argument on that. When Cromwell was in power the Catechism of the Westminster Divines was the Catechism that Erasmus Smith recommended. When Charles II. succeeded, then the Catechism of the Westminster Divines was set aside and the Catechism of Ussher came in. So I am perfectly justified in saying that Erasmus Smith if alive now would say, "the education which is now to be given is what her Majesty the Queen commands." The Queen, in the statute passed in 1878, commands that no religious education is to be enforced in any of her schools. So, judging by what Erasmus Smith did, seeing that he simply did what the Sovereign commanded, under Cromwell and under Charles II., now, when the Queen is reigning he would follow the same way, being a law-abiding man of course, and he would say now, that he would not have any religious test, because Her Majesty the Queen had so commanded. Now, in forming a new Board of Governors, I say we are not bound to appoint Protestants exclusively. I have, in an amendment, suggested to put aside the present Board, and to introduce the President of Maynooth College; the President of Thurles College; The Protestant and Catholic Archbishops of Dublin, and also the Catholic Archbishop, the Catholic and Protestant Bishop and the Protestant and Presbyterian Clergymen of the districts in which the estates lie. I say we are not bound to appoint judges because Erasmus Smith appointed judges: to conciliate their favour he put them on as Trustees: no necessity exists for putting them on the Board now. The only thing we have to do now, is to make such appointments as will secure the best administration of the funds, and go on the principle that taxation ought to have representation, and that the different bodies should be elected from the localities in which the funds are found. I do not want to take away this fund from Catholics or Protestants, or Presbyterians, or any denomination, but that it be given to all the tenants. I have merely sought to enforce, that on the Board every single religious denomination should be represented. I have suggested on the Board a Catholic Bishop and Archbishop, together with a Protestant Bishop and Archbishop; then I have suggested the Protestant Clergymen and the Presbyterian Clergymen of the locality in proportion to the denominations in the locality, to be on the Board. I, moreover, have suggested that if that does not give sufficient representation to a particular religious denomination, according to numbers, they are to get other representatives. As to numbers, the great majority undoubtedly are Catholics in Tipperary, and the Protestants are nowhere there at present, but even so, I have endeavoured to give them a large representation, putting on the Board Protestant Bishops and Clergymen, and also Presbyterians. I think that this Commission in appointing the Board should be guided by two principles; first to appoint those who would manage the Endowment well, and secondly those who would manage the educational part well. I say that these two principles ought to guide this Commission in appointing the Board of Trustees.

344. Dr. Traill.—You do not propose to make it a Board equally Roman Catholic and Protestant, but a Board with a large Roman Catholic majority?

Rev. *D. Humphrys.*—Yes, because the Roman Catholics are the largest portion of the population, and they also contribute nearly all the money.

345. Mr. Justice O'Brien.—I suppose that may be taken as concluding in general the scope of your argument.

Rev. D. *Humphrys.*—Yes, my lord, on that point.

346. There is not a single part of the subject that you have not touched on. You have given us very great assistance.

Rev. *D. Humphrys.*—There is one point which is very material on which I wish to reply. Mr. Carson has asked what is the reason that in the appointments to Erasmus Smith's Schools, all were obliged to be Protestant teachers. I say that that was the law of the land then, which every teacher was obliged to obey, and to sign the two first Canons of the Protestant Church, as every minister and clergyman was obliged to sign the 39 Articles. A great deal has been made of the fact that the children were to be apprenticed out to Protestant Masters. They could not let them out to any others; it was the law of the land that all the poor children should be instructed in the Protestant faith and Catechism. There was not a single specification that the teachers should be Protestants, but it was the law of the land. It is objected that Erasmus Smith lived many years after he made these rules, and that he did not alter them; but they leave out, very innocently, one condition—he could not alter them so as to come against the religion of the kingdom then as by law established. Hence, every direction given by him was prescribed by law; he could not have avoided them; he simply did what he was obliged to do, and it is no indication whatever of his religious opinions that he did not try to disobey the law. It was the law that all the poor Catholics remaining outside of Connaught should attend every Sunday on the Protestant clergy for instruction and be instructed in the Catechism. It was made a rule that the children of Catholics were to be instructed orally by the Protestant clergymen Hence the history of the times proves most conclusively that Erasmus Smith was obliged, first, to introduce the Catechism of the Westminster Divines, and afterwards the Catechism of Archbishop Ussher; and that he was equally obliged by law to have prayers said in the Schools and the Church Catechism taught because it was the law of the land at that time.

Oct. 21, 1892.

347. Dr. Traill.—He was not obliged by the law of the land to give the property. He did that voluntarily out of his own bounty, with his eyes open.

Rev. *D. Humphrys.* — My contention is that he got the property expressly on the condition that he was to found those Schools.

348. He bought the property, and paid his money for it, and he might have kept it.

Rev. *D. Humphrys.* — Before ever he got the property, he had arranged to found the Schools. I thought I had disposed of that before. My lords, I thank you very much for the patience with which you have listened to me, and if I have said anything not to your lordships' liking, I beg you to remember that I am only an amateur and clumsy lawyer.

Mr. Justice O'Brien.—Indeed you need make no apology. You are not at all what you describe yourself.

Mr. *Dodd*, Q.C.—My lords, I appear in this case on behalf of the Intermediate Education Committee of the General Assembly, and of Dr. Martin, the Convener. The idea of united Intermediate Education has been before Dr. Martin's mind for many years, and in that he has been in sympathy with the great body of his co-religionists. But it is an idea which has, in the present case, been driven out of practical consideration by the action of this Commission; and there is rather a touch of irony in the situation, inasmuch as the first time he hears it proposed by a representative of the Church of Rome is on an occasion when he cannot, in honesty and in justice, say that he ought to accede to it. The reason of that is, because, on the best consideration he has been able to give the matter, he has formed a clear idea of the view Erasmus Smith took upon the differences between the two Churches, the Church of Rome and the Protestant Church, and also upon the view Erasmus Smith took as regards the differences of opinion inside the Protestant Church itself. Therefore, he instructs me to argue the case as presented in the objection before you, and which I take it for granted the Commissioners have read. I do not intend to go over the ground that has been traversed by the previous speakers, or to enter into a controversy with Mr. Carson. I shall confine myself to a few observations on the documents. We desire to give the Commission as much assistance as we can in arriving at a conclusion on the matter before it; and, therefore, we have endeavoured to find out as much as we could about Erasmus Smith, and whether he has conveyed his opinions in any other documents, or by any other acts, than those which are already before this tribunal; and thereby to assist the Commission in endeavouring to ascertain his intention, carrying out the law as it was laid down in the case of the Rev. Mr. Drummond *v.* Attorney-General, in which the House of Lords decided, that in matters of this kind the court must put itself as far as it can in the position of the person who made the Deed. That is put very clearly by Lord Brougham and Lord Cottenham. Now, as far as we can ascertain, Erasmus Smith was born in 1610. He appears to have belonged to a family the head of which was Sir Roger Smith, of Leicestershire; he seems to have been a second son, and is so referred to in Burke's Extinct Peerages. It is related of him that in 1683 he bought an estate, he being then seventy-three years of age. If that be correct, though the date of his birth is not given, he must have been born in 1610. His Will was made in 1690, and a codicil to it was made in 1691. By his Will he appointed certain persons to be his Trustees, and certain persons to be guardians of his children; and he makes a bequest or two to which I will ask your consideration. Now, the first piece of evidence we have about him is during the time of Charles I. We have information of what he was doing in 1642. That you will remember, was the time when the Parliamentary party and the King had taken opposite sides, the Parliament purporting to act on behalf of the King, and yet proceeding against the King. We find him obtaining Irish lands in 1642, immediately after the outbreak in Ireland; and the Puritan view of that outbreak was that it was fomented by the King, to enable him to get an army for the purpose of suppressing the Puritan Religion. We find Erasmus Smith made his first adventure in Ireland in 1642, and in that year he acquired a considerable portion of the property.

350. Mr. Justice O'Brien.—How does it appear that that was the date?

Mr. *Dodd.*—I understood it appeared on the documents before the Commission. We will give evidence of it, if necessary. It was then he adventured. I will be very short on these matters, but I think they may be of importance to you in deciding the question you have to decide, and may guide the Commission in seeing what was the paramount idea of the man throughout his life. There were matters of worldly business to which he was attending in 1649 and 1650, because he was aiding the party of the Commonwealth as against the King. He was supplying oatmeal customs free, for the use of the army in Ireland, and a warrant was given to him to ship that oatmeal to Ireland. Again in 1650 a warrant was granted to him to ship 100 quarters of wheat to Dublin and Carrickfergus, and in September, 1650, he was not only authorized, but paid for shipping 271 quarters of wheat for the use of the army in Scotland, and he was paid £271 2*s.* 6*d.*; and in October, 1650, he was paid £237 2*s.* 6*d.* for shipping another 270 quarters of wheat for the army in Scotland. The last date we have is November 14th, 1651, when he shipped fifty tons of oatmeal, for which he was paid on account, £300. So that we have him an active participator with the Puritan party, the party opposed to King Charles, in the struggle to limit his prerogative, and to have the largest rights granted to all the inhabitants of the Kingdom—the party that followed Hampden and Pym.

351. Mr. Justice O'Brien.—He was a participator in the accession of Charles II.

Mr. *Dodd.*—Yes.

352. Co-operating with him?

Mr. *Dodd.*—Yes, co-operating with him. During the time of Charles I. we have only his one act of adventuring in Irish land in 1642. During the Commonwealth we have his proceedings in aiding and abetting, by supplying provisions to the Parliamentary party. And we have, during that period, the Deed of 1657, the first document that you have to interpret. The first remark I have to make is that it was perfectly competent to Erasmus Smith at that time to give or to withhold. If he had simply sought to get money from the Commonwealth it was open to him to do that. But if he had a desire to promote the objects of the Parliamentary party it was open to him to make a deed for that purpose. And he did so; and there was no compulsion put on him, as was suggested by Mr. Humphrys, to do so at all. He might have withheld or given. But the time he chooses to give is when the Puritan party are in power, and under these circumstances it is an indication, so far as it goes, of what the bent of his mind was. He was a member of the Parish of Clerkenwell, which has a very curious history. Mr. Martin can tell you the names of the various clergymen that preached there from the year 1600 down to 1691. You may take it that they were all men of the same temper and spirit, which was manifested by Erasmus Smith himself. One of them was called "Sparks."

Mr. Justice O'Brien.— Sparks!—an inflammatory character.

Mr. *Dodd.*—One of the sermons he preached was entitled "*Scintillæ Altaris*" or Sparks of the Altar, another was "Pilulæ Pestilentares, being a specific for the cure of the Pleague". So the whole temper and the tone of the men with whom he was associated in Clerkenwell, shows what manner of man Erasmus Smith probably was. There is a reference in the Will

that perhaps it may be necessary for me to explain later on. We have not been able to trace his baptism or burial except that he desired to be buried as near to his wife as possible, which was in Hammerton. Dr. Martin has made communication with the Vicar of Hammerton; all the gravestones seem to have been removed, but the tradition is that Erasmus Smith was buried there. The only sign of the family Dr. Martin could trace was the mother-in-law.

353. Mr. Justice O'Brien.—Did they find her burial?

Mr. *Dodd.*—They did. It was in 1681. There is a very long tribute to her memory on the tombstone which ends with "*Vale, Vale.*"

Mr. Justice O'Brien.—No doubt he said that.

Mr. *Dodd.*—And it concludes with "*Fac tu similiter*"; whatever that may mean. It is obvious that he married after the Restoration, and must have been a bachelor during the Commonwealth. In his Will, in 1690, he refers to his nine children, but as all being under age. He makes a provision that when his eldest son attains age, he is to be the guardian of his younger sons and elder daughter and other daughters, and he gives the headship of the family to his eldest son and daughter. His wife must have predeceased him, because he desired to be buried close to her. He must have married pretty late in life, and at any rate after the Restoration, as all his children were minors. He seems to have married into a Royalist family. He married Miss Hare, daughter of Lord Coleraine, who was made a Peer by Charles at nineteen. Very possibly Charles, to whom Erasmus Smith paid court, had considered himself to have done a good thing by getting one of his wards married to a good, substantial gentleman like Erasmus Smith, for we find that he was assessed for the highest value in the parish of Clerkenwell. He survived to the time of William and Mary, he lived till 1691, that is to say, he survived the Restoration, the Declaration of Indulgence and the Toleration Act of the Revolution. Curiously enough we have records of his opinions during the time of Charles I., the Commonwealth, the Restoration and after the Revolution, and they all point one way: they all show that he was an extreme Protestant and an extreme Puritan; but they also show that he was perfectly willing to include all Protestants in one common Church. It was his desire, and that of those he was associated with, that, while they were very strict in certain parts of doctrine, they were anxious for complete union, and it was only in 1689, two years before the making of his Will, that the party with which he was associated, gave up the hope of having the Presbyterians and Protestants included inside the National Church, that was when they first saw that it was inevitable there should be two churches for the future. That is made manifest by some documents that I will open for you. There was a deed made by him, and a struggle arose between him and the Commissioners as to whether he could not, when Charles II. came to the throne, divert some of the property, whether he could not bring some of the property back to England. A moiety was reserved by the Charter, which he thought he could deal with. He made an effort to have it determined, and opinions of counsel were taken. The date of that is 1680. I draw your attention to the following clause. In 1680 a gentleman called Bate was still struggling to accomplish this union of the parties at that time. In 1680 he, in a deed intending to give a moiety of this property, has the following clause:—"Also to give to the said Governors of Christ's Hospital a moiety yearly and every year, such an allowance as may encourage a learned and orthodox Divine to teach the children in said Hospital by expounding to them one of the Catechisms hereinafter mentioned, to wit, James Ussher's, Dr. Ball's, Mr. Parkinson's, or the Catechism set forth by the Assembly of Christian Divines, together with the Catechism allowed by the Church of England."

354. Mr. Justice O'Brien.—I would say he was to take any one he liked. Would you not say that "together with" there means in addition? Oct. 21, 1892.

Mr. *Dodd.*—The Catechism of the Church of England was established by law, and if he meant it to be used without one of the others he could have said so. Fancy a man in 1680, with King Charles II. on the throne, to whom a grave and reverend Divine would be a subject of more or less apprehension lest he should interfere with some of the pleasantries of himself and Nell, and those around the throne; and keep this in mind, that in that document when Charles II. was on the throne, he should go out of his way to specify the Westminster Divines' Catechism! This showed that he had gone a long way in proving the real spirit that actuated him.

355. Lord Justice FitzGibbon.—What is that document?

Mr. *Dodd.*—It is the draft indenture of July 21, 1680, for the settlement of a moiety of the estate in Ireland on Christ's Hospital in London.

Mr. *Carson.*—The Governors refused to give up the land.

356. Lord Justice FitzGibbon.—A rentcharge was given.

Mr. *Carson.*—That was in addition to the rentcharge.

Mr. *Dodd.*—They refused, and finally I think got the entire lands. When he was giving it to Christ's Hospital in 1680, it would be as if a man proclaimed himself a Protestant when a Catholic government was in force. It was a more offensive thing to mention that Catechism of the Assembly of Divines, than to mention a catechism that might have come from another source, because, in 1680, the tendency of the whole Court was not towards Geneva but Rome, and there was an apprehension that the King was going in the direction of Rome, and it was well founded, for Charles would have tolerated the Presbyterians if they would let the Catholics share with them, but they would not. They were too Protestant to allow the door to be opened to men who did not believe in the Presbyterian doctrines. But Erasmus Smith, in 1680, was trying apparently to draw away from them, and he follows that up with a letter of 1682, in which he mentions his view about the matter which was then agitating and disturbing the public mind. Then we have the document of 1682 in the same direction. When he made his Will he left to ten poor ministers £10 each.

357. Mr. Justice O'Brien.—Did he call them "ministers"?

Mr. *Dodd.*—Ministers, not clergymen.

358. Dr. Traill.—They were all called ministers then.

Mr. Justice O'Brien.—I beg your pardon, they were all called clerks; minister is a scriptural word.

359. Lord Justice FitzGibbon.—The Church clergymen are called ministers all through the Book of Common Prayer.

360. Dr. Traill.—Was clerk used in the liturgical book, is it not a term of law?

Lord Justice FitzGibbon.—It is a term of law.

361. The word minister is used; take the case of Dr. Winter.

Mr. *Dodd.*—I will tell you about Dr. Winter, you are wrong.

362. They were always called ministers at the time of Cromwell.

Mr. *Dodd.*—The time of Cromwell? Dr. Winter was Provost at the time of Cromwell, and my instructions are that the University was never so good as it was under his care. You are not to apply the regular, clear cut definitions of modern theological parties to the state of affairs at the time of Cromwell, when the council that were under Cromwell passed a resolution to encourage all religions of a Protestant character. But Cromwell tried to unite them, and Richard Cromwell, in 1658, called in Dublin an Assembly of all Protestants, Presbyterians and others to establish one general church of this nature.

Oct. 21, 1892.

363. There were only six Presbyterians in that Assembly.

Mr. *Dodd.*—If you are talking about Presbyterians what you are saying about them is not history. You are entirely wrong in that, with great respect.

364. Lord Justice FitzGibbon.—I should be glad to have any assistance you can give me in this matter. My present impression is this, that the word "Presbyterian" is introduced at that date. You may be describing men who went on one side or the other after the division became complete. There is a great difficulty in fixing the point at which many clergymen ceased to be the clergymen of the established Church and became Non-Conformists.

Mr. Justice O'Brien. — Some remained after Elizabeth's reign who were Catholics. The very distinguished Dr. Bates was living in London, a Roman Catholic.

Dr Traill.—There is a passage in Reid's History stating that Independents and Baptists and all who were called together were clergymen.

365. Lord Justice FitzGibbon.—How far can that work be regarded as an authority?

Mr. *Dodd.*—We cannot use that at all. There were Scotch Presbyterians in the North of Ireland at the time who were of an absolutely distinct religious origin from the others. What Doctor Traill refers to applies to the Presbyterians because he refers to the Assembly.

366. Mr. Justice O'Brien.—Of what time does he speak?

Mr. *Dodd.*—1658.

Dr. Traill.—There is no doubt that the Presbyterians were one of the three parties mentioned here. It states that when he called the meeting in Dublin of those who attended six were Presbyterians, twelve Episcopalians, and the hundred and thirty remaining were all Independents and Baptists.

367. Lord Justice FitzGibbon.—He uses the expression "parties". I want to know whether, though members of different parties, they were not still members of a common church?

Mr. *Dodd.*—There was not at that time, a distinction save the Scotch Church, which had maintained its individuality there. There were certain clergymen from the Scotch Church of Ulster who came up.

368. Lord Justice FitzGibbon.—There are two great parties in the Church of England at present, the High Church and the Low Church. If a hundred years hence, the division between them becomes so great that they separate, then it might become material to ascertain to which Church each member of the now united Church belongs. This was the very question that arose between the Unitarian and Trinitarian Presbyterians after the split.

Dr. Traill.—The Rump Parliament was so called from the expulsion of Presbyterians altogether out of it.

Mr. *Dodd.*—Some of the Independent party came over to the Presbyterians, and amongst these were Winter, and Harrison, and Chambers. The only one that conformed of the Trustees named there was the Dr. Henry Jones I have referred to, and he became a Bishop subsequently. At the time I am referring to, there was not a cut-and-dry organization of the Church. They were part of a party called the Independent party. Winter, Harrison, Morton, Mather and Chambers, and five of the clergymen who are mentioned in Dr. Reid's History, and who joined in the organization of 1665 when it cast off the Church of England.

369. Dr. Traill.—Dr. Winter occupied the Church of St. Nicholas, and Dr. Chambers the Church of St. Peter.

Mr. *Dodd.*—That was before 1665, because they were turned out in 1665.

Mr. *Carson.*—That was the time of the Deed.

Mr. *Dodd.*—At the time of the Deed the Church occupied, was the Church of the Commonwealth.

370. Mr. Justice O'Brien.—At what time was the Catechism of Westminster composed, Dr. Martin?

Dr. *Martin.*—It was in 1648.

Mr. *Carson.*—I do not think any of those things you have mentioned are stated in the Charter.

Mr. *Dodd.*—No. I am at the Deed at present, and I will go to the Charter afterwards. If you look at page 55 of the Appendix you will see a collection of pamphlets containing an account of the Presbyterian Clergymen in Dublin, by the Rev. James Armstrong, M.A., on the passing of the Act of Uniformity. Dr. Winter, Provost of Trinity College, Dublin, Samuel Mather, and several other Fellows resigned their emoluments and benefices. As they were all men of distinguished piety, learning, and eloquence, suffering for conscience sake, many members of their Church adhered to their principles and attached themselves to Non-Conformity. The names of those men deserve to be recorded—Rev. Samuel Winter, D.D., Rev. Samuel Mather, S.F.T.C.D., Rev. William Wooton, Rev. Thomas Harrison, D.D., Rev. Robert Chambers, Minister of St. Peter's. So that whatever you call them, Independents or Presbyterians, at the time the Deed was made, when the final collision came, when the option came for Conformity or Non-Conformity, Jones went over again to the Church as by law established, but every other one of the Clerical Trustees of Erasmus Smith's first Deed came over to and joined the Presbyterian Communion in Dublin. The men to whom Erasmus Smith gave the administration of this trust were men who were not going to yield their principles as regards Church Government or independence of action, even when the Royalist Party were in power. Those are the men whose names were first mentioned in the Deed.

371. Monsignor Molloy.—How many were there?

Mr. *Dodd.*—Five. Henry Jones went to the Established Church.

372. Monsignor Molloy.—He was the only exception?

Mr. *Dodd.*—Yes, that is to say of the Clerical ones. I have not traced the others. The Clerical Trustees are first, Henry Jones; he conformed; Samuel Winter; he was *de facto* Provost of Trinity College.

373. Dr. Traill.—He was an Independent brought over from England.

Mr. *Dodd.*—He was an Independent! What do you mean by Independent? You might as well call a Republican an Episcopalian. It is the same kind of argument as that St. Patrick was a Protestant. They were Independents and they were Presbyterians. There was Henry Jones, who conformed; Samuel Winter, who did not conform, but became a Presbyterian; Samuel Mather, who did not conform, but became a Presbyterian Clergyman; Henry Wooton, Thomas Harrison, Robert Chambers. Of the six, four became Presbyterians.

Mr. *Carson.*—They are all left out of the Charter, subsequently.

374. Lord Justice FitzGibbon.—What position did those four persons hold at the date of the Deed? It is immaterial what they became afterwards. What were they at the date of the Deed; how did they get their bread?

Mr. *Dodd.*—They got their bread by holding office under the Commonwealth, as preachers in Dublin.

375. Therefore, whatever was the fabric of the Church, those men were in it?

Mr. *Dodd.*—They were, undoubtedly.

376. Dr. Traill.—Cromwell says on another occasion that about thirty ministers had met, and there were three Presbyterians amongst them.

Mr. *Dodd.*—Three Presbyterian ministers from the North of Ireland, who belonged to the Presbyterian Church. Those men were in those churches preaching and visiting, but they were not ordained by a Bishop. We have the Ordination of some of them on which these Presbyterian Ministers conformed. I can go into the details of each of them, and refer you to the places from whence they came. Winter was brought over by Henry Cromwell. *De facto*, at that time the

churches in Ireland were officered by the Commonwealth; the Provost was appointed by the Commonwealth; the preachers were appointed by the Commonwealth.

377. Monsignor Molloy. — At all events the religious belief of these men was afterwards adopted by the Presbyterian body.

Mr. *Dodd.*—Quite so. They were put there by the Commonwealth, and they were put out afterwards because they would not submit to the restrictions of the Act of Uniformity. Winter was the Provost of Trinity College, and so far from being an Episcopalian was at right angles to it. Mr. Mather was a Senior Fellow of Trinity College, and preached at St. Nicholas's, where he had been ordained on December 5, 1656, according to the Presbyterian form, by Dr. Winter, Provost of Trinity College. So that Dr. Winter took a leading part in the ordination of Mr. Mather, who was ordained in December, 1656, in the Parish Church of St. Nicholas. I mention that to guard myself in the answer I made that they were in possession of the fabric of this Church, as that was in 1656, the year before the Deed. I read from the "History of Presbyterianism in Dublin," by the Rev. Mr. Reed, page 325. We find that in the deed of 1680 he proposes an endowment of Christ's Hospital, London, and recommends the instruction of the children in Archbishop Ussher's Catechism, that being the usual catechism in existence then.

378. Mr. Justice O'Brien.—The usual catechism in existence at the time of the deed. Only it was in existence he would take others. How can you contend for the use of Archbishop Ussher's Catechism which he had not mentioned before.

Mr. *Dodd.*—I do not argue on that.

379. The argument on the other side does not go into this distinction.

Mr. *Dodd.*—Archbishop Ussher was a man that was taken as the most favourable to the Presbyterians in the Church.

380. That is quite certain, because he was challenged on doctrines of his, which were supposed to be opposed to those in the Common Prayer Book.

Mr. *Dodd.*—In 1648 he was sent for by Charles to make a negotiation between him and the Puritan party in the House of Commons. He made out a scheme of government which was called "Ussher's Model," in which the Bishop would be president with others assisting him. He thought that by this he would actually draw over to him the entire of the party that were opposed to episcopal ordination and some of the ceremonies of the Church of England. There was an old Scotch Divine called Rutherford, and the legend runs that a stranger came to his door one Saturday night, and, according to the practice of Scotland, hospitality was given to the stranger. He was rather poorly and apparently shabbily clothed. The mistress of the family subjected the children, servants, and others in the house, according to her usual practice, to an examination in religious knowledge. The stranger at their door was subjected to the same examination, and was asked how many commandments there were. He answered that there were eleven, and the old lady was so shocked at his mistake that he was almost obliged to go supperless to bed; but the pastor heard the devout prayers he offered and observed his fervency of manner, and invited him to preach the next day, and the old lady was surprised to hear her guest giving out the next day as his text—"Brethren, a new commandment I give unto you, that you love one another." That just man was none other than Ussher, the Archbishop of Armagh. The tendency at that time was to look on Ussher as a moderate man, who was anxious to include in the Church all the members of it, and who was more akin to Baxter than to Laud. Now all through in this Deed from the first attempt of Erasmus Smith to do anything for Ireland, it appears that the men he selected were men of a like spirit and temper with Ussher. Ussher's Catechism was published in 1654, but it had been published forty years before that Some persons opposed the Archbishop for what he had done, and to satisfy them he printed under his own authority in 1654 this Catechism that had been in use before. The date he selected was not unimportant. It was at the time that Oliver Cromwell was in power, and at a time when if he had been adverse to the ruling principle of the day he would have kept himself secluded. He died in 1656, and, therefore, the suggestion of the gentleman who spoke last about his being in power when the Charter was drawn is incorrect, because Ussher died in 1656. Was he favourable to those in power when in the reign of Charles II. they sought to enforce an absolute conformity to the doctrines of the day? Are you to take it that there is such an intention in the mind of the man who acts in this way? Is there anything in it that shows he intended to give it an Episcopalian foundation? It may be said that he did not care about religion. If he was careless about religion would he have selected that time to put his money in a venture in Ireland. The truth of the matter was that he had a desire for the conversion of Ireland which would find favour with other people, but especially with Oliver Cromwell. It is recited in the Deed—"Whereas most of the sins which in former times have reigned in this nation have proceeded chiefly of lack of the bringing up of the youth of this realm either in public or private schools whereby through good discipline, they might be principled in literature and good manners, and so learn to loathe those heinous and manifold offences which, when they come to years, they daily perpetrate and commit." What he meant them to do is to become sound believers in the Scriptures, and trained in it. He selected those means for that purpose, and in the hope of converting them by means of such instruction he drew up that Deed. He was not obliged to do that, because the Commonwealth was in power, but because it was in sympathy with the feelings of the day. A man called Bates, who was selected by Erasmus Smith to give money to ten poor ministers for instructing the children, is mentioned in the Will: his name was William Bates. There were four names mentioned in the Will. The way it runs is to poor ministers, the selection to be entrusted to his heir-at-law, Dr. Bates, Thomas Cole, George Cocaine, and Thomas Taylor—four of them. That Thomas Bates was rector of Saint Dunstan-in-the-West. He took part in the Restoration of Charles II., and was appointed, on the Restoration, one of the Royal Chaplains, and Charles sent a royal mandate to the University of Cambridge to confer on him the degree of Doctor of Divinity. He was called "Bates the silver-tongued." He conducted a controversy with the three Bishops, Pearson, Gunning, and Sparrow, on the principle of Non-Conformity. But in 1662 he was turned out of his living because he would not subscribe to the Act of Conformity. From 1662 to 1669 he was engaged in the instruction of Presbyterians in the National Church. He had to give that up to become Presbyterian Minister of Hackney, and was there to his death. In 1668 some of the more moderate churchmen approached him. Bates, with Baxter and Martin, endeavoured to work out the Scheme. Bates stood by Baxter with Martin when before Jeffreys. This Bates presented an address to William III., when he came to this country. This is the man Erasmus Smith selected to administer the charity he designed for those poor children—this man, and not the Bishop. Are we to say that this man was so wedded to the Church that he would not extend his favours in Ireland to any person who would not pronounce that Shibboleth "Episcopacy." What a light that act casts on his previous history—a light with regard to this particular Deed. Bates was the first of the three trustees; the second was Thomas Cole, B.A., of Oxford, who had John Locke for a pupil. He was ejected at the Restoration, and he also was a Presby-

Oct. 21, 1892.

Oct. 21, 1892.

terian Minister. The third was George Cocaine, a Bachelor of Cambridge. In 1648 he preached before the House of Commons. He was ejected in 1662, and he became a Presbyterian. The other was Thomas Taylor, of whom Dr. Martin has not been able to find out anything. Thus, we see that Erasmus Smith, when making his deliberate choice of the persons who were to administer this particular charity, selects four men, three of whose history we can trace and the fourth we cannot, and these three were all ejected ministers because they would not do as Henry Jones had done—conform. By the Will he leaves to William £1,000, if he is brought up in the Protestant faith and wishes to declare that he is a Protestant, because William was grandson of Sir Edward, who had married into a Royalist family which was supposed to be going in a direction further from Geneva than Erasmus Smith wished them to go. He requested his executors to visit his children, who are to be brought up in the fear of God and the knowledge of the Holy Scriptures, and he makes a bequest, not to the church but to the poor of the Parish in which the Parish Church of Clerkenwell was placed, on condition that they will recognize the right of his children to have a pew there.

381. Dr. TRAILL.—What was the worship at that church?

Mr. *Dodd.*—As by law established. It was one of the churches of England that insisted on the maintenance down to the present day of the right to appoint and to maintain their pastors. It was one of those Church of England churches where the election sometimes lasts four days.

382. Mr. Justice O'BRIEN.—Used they have any speeches made?

Mr. *Dodd.*—Yes. The last election was between Dr. Maguire representing truth, and Mr. Roberts representing justice.—Maguire had a great fight for it, against Dr. Roberts who was supposed to have some latitudinarianism. They went to the trial, and it was found Maguire had the best of it, and he was inducted. That was the Parish Church, and that was the position, and this is what makes me refer to it. Now, we come to the Charter. I assume that this man was such as I have described to you, a Protestant of strong Protestant principles, and a leaning towards Presbyterianism if you wish; that he was averse to a Bishop and in favour of popular rights; that he addressed this first intention of a trust, and having done it, and contracted that Cromwell was to give him a charter under the Great Seal, Cromwell might afterwards forget to do it; the whole thing being in confusion until they agreed to bring back Charles II., who was more tolerant than some of those around him, and his friend Bates was also a friend of Erasmus Smith's. Indeed, in the Charter I could almost fancy there is a trace of the influence of "the silver tongue," in giving the least possible power to the party in power In no one respect has he put them under the control of a Bishop, except that he is to satisfy the Bishop on two points only—first that he will assent to the first two Canons; the first being the Calvinistic part of the doctrines of the Church of England, then contained in the Thirty-Nine Articles; and secondly the Oath of Supremacy, omitting the power of the Ordinary under the Canon Law. The Ordinary has no power to interfere with him under this Charter unless in the way which is detailed on page seventeen of the little book which provides that every Schoolmaster or Usher of the Schools shall be approved of by the Bishop of the Diocese. That is the only power of the Bishop. Whether he likes Episcopacy or not the Bishop is compelled to approve of him if he signs the first two Canons of the Church of Ireland, agreed to in the tenth year of King Charles I., when they were all one church. The Bishop is compelled to approve of him if he signs the two Canons as to the supremacy of the King, and the binding character of Calvinistic theology, both of which any Presbyterian Clergyman would willingly subscribe.

383. Lord Justice FITZGIBBON.—The Bishop in other words had power to disapprove, but if he once approved, he had no further power, and he could not remove the master?

Mr. *Dodd.*—He could not.

Mr. *Carson.*—I have a list of all the statutes regulating Schoolmasters.

384. Lord Justice FITZGIBBON.—What jurisdiction would the Bishop have had but for this restriction?

Mr. *Dodd.*—The first is as to the interference of the Bishop, and the next as to the interference of the Ordinary.

Dr. TRAILL.—That is the same thing.

Mr. *Dodd.*—He is freed from subjection to any person but Erasmus Smith. He appears to have been free to carry out the wishes of Erasmus Smith. If I am right the jurisdiction of Erasmus Smith is personal in its character, and if I am right the time he selected to make the first gift to Ireland would be a time when, if I understand the Will, he was without control; but he was using the influence of Bates or some person with the King, to minimise the denominational character of the grant he was making. Was he not making provision that those poor ministers who were to be appointed, might become the means of carrying out the policy he had in view. That is the meaning of the Charter from end to end. So far from being the Charter represented, it is a Charter that is a marvel and a miracle of toleration.

385. Mr. Justice O'BRIEN.—I suppose the farther you get him over in the direction of toleration, the farther you think you get him from the Roman Catholic side?

Mr. *Dodd.*—I am sorry to say that there was no toleration as between Catholics and Protestants in those days.

386. There is a remarkable expression of Erasmus Smith, that strikes me—"the Catechism His Majesty has Commanded to be used" as if he put in the injunction of the King, as different from his own first love, "His Majesty has Commanded it to be done".

Mr. *Dodd.*—As to the proviso Mr. Carson has relied on, I can fancy the Bishop saying to the King "you are giving this man too much", but the "Merry Monarch" I suppose was not very anxious about anything, providing nothing was done contrary to the prerogative of the King, or to the Church established by law. Now as to these Catechisms I intended to touch upon them, but I am almost relieved from the necessity of doing so. The only difference between them is, that both in the Services of the Church and in the Catechism itself, the Church presupposes the authority of the Bishop. It so appears both in the Prayer Book and in the Catechism itself. It is headed "A Catechism, that is to say, an Instruction to be learned of every person before he be brought to be confirmed by the Bishop."

387. Dr. TRAILL.—It does not go into controversial questions about church government?

Mr. *Dodd.*—Not expressly; but it is a Catechism no Presbyterian could assent to. Ussher's Catechism is one every Presbyterian could assent to.

388. Lord Justice FITZGIBBON.—Mention anything in the Church Catechism that a Presbyterian could not assent to, as contrasted with Ussher's?

Mr. *Dodd.*—No Presbyterian could assent to the second question — "Who gave you this name? Answer, my godfathers and godmothers in my Baptism, &c." And the third question, "What did your godfathers and godmothers do then for you?"

389. What are the corresponding questions in Ussher's Catechism?

Mr. *Dodd.*—"What is Baptism?" is the only question, and the answer is, "The Sacrament of Admission into the Church, sealing unto us our new birth by the Communion which we have in Christ Jesus."

390. Lord Justice FITZGIBBON.—I am anxious for every information to be derived from the documents themselves, to see whether the contention can be supported, that the Presbyterians could accept one and could not accept the other. I take it for granted that in both catechisms there are questions, which the Roman Catholics could not accept.

Mr. *Dodd.*—The Church Catechism commences with the Church; the Presbyterian Catechism commences with the Church's Message; and Ussher's Catechism commences with the Word of God. "What sure ground have we to believe our religion?" is one of the first questions in Ussher's, and yours puts the Church first. The Presbyterian one from the beginning to the end puts forward the Church's message. Further, Ussher asks "What is the Church?" It would make some members of the present Church of Ireland stand aghast. I do not think it would be dissatisfying to some of the others. To the question "What is the Church?" Archbishop Ussher's answer is, "It is a community of persons."

391. Dr. TRAILL.—That does not exclude Bishops.

Mr. *Dodd.*—It does not exclude Bishops, but it includes Presbyterians. Ussher's Catechism was first printed in 1654.

Mr. *Carson.*—It was not first published then. It was published in 1616.

Mr. *Dodd.*—"The Principles of the Christian Religion," first printed in 1654, in the time of the Commonwealth. It was dedicated to the liege subjects of the Commonwealth. It goes on Justification and Sanctification. It goes through the Commandments, and Ussher goes out of his way in that Catechism to say that the Second Commandment prohibits bowing at any part of the service. He prevented bowing at the Creed, which, I understand, you are in the habit of doing.

Mr. *Carson.*—He signs himself "James, Armagh."

Mr. *Dodd.*—He continued Archbishop, and Cromwell had a great and affectionate regard for him. He was expounding the Church's views in 1654 under the Commonwealth, and was preaching in Lincoln's-Inn in 1664. He condemned bowing of the body and bowing to the altar. You were discussing a few weeks ago whether a cross might be fastened to the wall or not; matters which Ussher set light store by; but he did set store by the Word of God, and in that we claim him as a Presbyterian. Now, taking a review of the entire circumstances, from the first insight we have into the life of Erasmus Smith and into his character in 1642, down to his adhesion to the Commonwealth, and the first Deed, drafted in the spirit I have mentioned; down to the second Charter, which was the best compromise he could make for the time; down to 1680, when he was struggling hard to get the organization in Christ's Hospital and the Shorter Catechism; down to the latter part of 1682, when he was trying to prevent those rulers of authority in Ireland from departing from Puritanism; down to his last will and testament, where he selects Ministers ejected from the Church for conscience sake, and seeks that Non-Conformist Ministers should be the dispensers of his bounty: I ask would he have put any one denomination in Ireland now to the exclusive control of that property, and why should one denomination claim the exclusive control of the property of a man who was quite as much in sympathy with the Church I represent here as any member of the Established Church can be?

392. Mr. Justice O'BRIEN.—If the Catechism of the Westminster Divines was not amended would you still contend that?

Mr. *Dodd.*—I would contend it, but with less force perhaps.

393. Lord Justice FITZGIBBON.—What is the provision about prayers in the Schools? There is a regulation that the children were to attend divine service on Sundays.

Mr. *Dodd.*—The master was to pray with them.

394. Is there any reference to the liturgy there?

Mr. *Dodd.*—No, the first reference to the liturgy was in 1712 when they brought in their new bill. There is nothing about Church Service until 1712.

395. Dr. TRAILL.—On every Lord's Day he says to catechise them in the schoolhouse or church and to read a chapter out of the canonical scriptures.

Mr. *Dodd.*—Of course, because he was a Protestant willing at the time to have them examined in the church, for the church was in the Commonwealth. But what I understood the Lord Justice to ask was, was there any rule in the Charter.

396. Lord Justice FITZGIBBON.—Or in the rules made in his lifetime?

Mr. *Dodd.*—In the first Deed it was provided that they were to be catechised in the church on Sundays.

397. In the Westminster Divines' Catechism?

Mr. *Dodd.*—Yes, but when he comes to the Charter all that is amended. In the Charter the Master is ordered to pray with them. It is obvious that that was *ex tempore* prayer and you will see the great force of that, because the practice of the Presbyterians at the time was *ex tempore* prayer.

Dr. TRAILL.—It does not say *ex tempore* prayer.

398. Lord Justice FITZGIBBON.—What I want to know is, whether if the Schools established under this Charter had been conducted strictly in accordance with it and with the rules made by Erasmus Smith in his lifetime, would or would not attendance at the Parish Church, or any of the rites of the Church, or the liturgy of the Church be required of the pupils.

Mr. *Dodd.*—Certainly not. The first rule of the kind, which we say was contrary to the founder's intentions, was in 1712; in that the liturgy is in force. That is the first of the rules that were made different from Erasmus Smith's rules.

399. I confined my question to Erasmus Smith's lifetime. The rules made then had the same effect as if they were in the Charter.

Mr. *Dodd.*—My answer is that there was at the time absolutely nothing.

400. Dr. TRAILL.—Do you on behalf of your clients oppose the opening up of the endowment to Roman Catholics?

Mr. Justice O'BRIEN.—You will see that Dr. Traill's question involves you in a conflict that you do not care to enter into.

Mr. *Dodd.*—Well, I say nothing.

401. Dr. TRAILL.—But you appear for Dr. Martin and it is contained in the declaration you submit that you object to the funds being diverted in any direction which the founder would not approve of.

Mr. *Dodd.*—The opinion of Dr. Martin and of those I represent is, the Protestantism of Erasmus Smith was a feature of his life and character, and that you must give effect to that Protestantism if you mean to carry out the intentions of the donor. But that Protestantism was not for one denomination but was, if one might use such a phrase, a Catholic Protestantism.

The Commissioners adjourned.

Oct. 22, 1892.

PUBLIC SITTING—SATURDAY, OCTOBER 22, 1892.

At the Four Courts, Dublin.

Present:—The Right Hon. Lord Justice FitzGibbon and the Right Hon. Mr. Justice O'Brien, Judicial Commissioners; and the Right Rev. Gerald Molloy, D.D., D.Sc., Anthony Traill, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. Wilson, D.D., Assistant Commissioners.

N. D. Murphy, M.A., Secretary, and F. Redmond, B.A., Assistant Secretary, were in attendance.

SCHEME No. 144—ERASMUS SMITH'S ENDOWMENTS (OBJECTIONS AND AMENDMENTS).

The same bodies and persons were represented or appeared in person as on the previous day.

Rev. *D. Humphrys.*—Your lordships asked me for the number of pupils from the Tipperary Christian Brothers' Schools that went in for Intermediate Examinations. I have telegraphed to the Superior, and have received a reply in which he gives the numbers that went in from his School, and the Abbey School. From his School there went in 31, and 28 passed, being a percentage of 90; and from the Abbey School there went in 15, and 13 passed, which is a percentage of 86.

402. Lord Justice FitzGibbon.—That is what I wanted. I suppose in the Tipperary centre there were only those two schools that sent in pupils?

Rev. *D. Humphrys.*—Yes; allow me to say that in Tipperary the Christian Brothers' School has no endowment at all, and the Abbey School has £473 endowment.

403. We quite understand that. The Christian Brothers, so far as I know, never had any endowment; but the point on which we wanted this evidence was, to ascertain whether at present there are a substantial number of pupils in the Christian Brothers' School getting Intermediate Education.

Rev. *D. Humphrys.*—If you take the number of pupils from the Christian Brothers' Schools in Ireland who pass the Intermediate Examinations as 40 per cent. of the whole number who pass, it shows the great actual demand there is amongst the poor for higher education in Tipperary, for two-thirds of the children who attend the Christian Brothers' School are the poorest of the poor; but although it is a fair indication of the actual demand, it is not a fair test of the actual need for higher education amongst the poor.

404. Mr. Justice O'Brien.—We understand that.

Rev. *D. Humphrys.*—But non-Catholics have the Queen's Colleges.

Lord Justice FitzGibbon.—This argument has been presented several times, not only by yourself, but by those representing the several denominations.

405. Mr. Justice O'Brien.—I wish to call your attention to a distinct matter altogether, Mr. Dodd. Dr. Traill last evening asked you a question which I did not consider it fair to put to you with the view of drawing the Body you represent here into an alliance with views in respect to which he is opposed to you as well as to the Roman Catholic Body, and you most properly answered him that you were instructed to contend that this was entirely a Protestant charity in its very nature. Now it is not for the purpose at all of acting myself on anything you concede or deny that I draw your attention to this matter, but remembering that one member of the Commission who co-operated in the direction to frame this Scheme was assumed to be the representative of the Presbyterian community, in common justice to him and for that reason alone, though there are strong reasons outside it, I beg to call your attention to a passage in the evidence of Dr. Todd-Martin, whom you represented before the Commission of 1878. He was the Convener, not of the General Assembly, but the Convener of the Committee of Education, and he presented a minute in writing, instead of stating in an interrupted manner his views, and he requested it to be accepted as a statement of the view of the Committee he represented. I call your attention to his statement as regards the Royal Schools. "The Presbyterian Church" said Dr. Martin, "has desired to see established on a non-sectarian principle a complete system of schools bringing the advantages of secondary education within the reach of the entire population, and by the superior instruction given in them elevating the standard of education in all departments. The Royal Endowed Schools are commonly regarded as connected with the Protestant Episcopal Church. The Royal and Diocesan Schools, that is such of the Diocesan Schools as are now in existence, are no doubt open to pupils of all denominations, and there is no charge as far as I am aware of interference with the religious convictions of any pupils; but they are not on that account free from a distinctly denominational character in the eyes of the members of the Presbyterian Church. Their Head Masters are, with one only exception, clergymen of the Protestant Episcopal Church. Even in this generation ordination was I understand considered necessary by the Government for appointment to the Mastership of a Royal School. This denominational character is a hindrance to their popularity and usefulness. Let it be felt that these Schools belong equally to all denominations; that in their government, their teaching staff, and all their arrangements, there is no predominance of any one church, that they are open to all persons irrespective of creed who may desire the education which they offer, and a very important step will be taken towards greatly increased prosperity." Then leaving that subject he gives his views as to the Schools of Erasmus Smith. He produced many of the arguments which you have more fully developed in the discussion on this occasion, and then he proceeds to use this proposition:—"In reference to Erasmus Smith's Schools Presbyterians ask only what is equitable when they say that they should no longer be excluded from the benefits to which they have all along been justly entitled. If it should seem good to the Legislature to employ those funds solely for educational purposes without regard to religious distinction, and so convert the Schools into open Schools on a strictly non-sectarian principle, the Presbyterians would offer to this course no objection." I quote that at present, independent of more general considerations, merely to vindicate the course taken by Professor Dougherty in co-operating in the preparation of this Scheme.

Mr. *Dodd.*—I had a conversation with Dr. Martin who was here, but went away last night, and I tried to indicate his particular standpoint. He appeared before that Commission. There is no doubt that the Presbyterian Church, of which he is a very fit representative, has all along been in favour of mixed schools, absolutely free from any denominational control, in Ireland, and they struggled for that for a long time; but they were driven, in this instance, from that position by this Commission itself, because the Roman Catholics would not assent to it; and the peculiar irony of the situation in Dr. Martin's view is this—that the first time the representatives of the Catholic Church present a scheme for mixed education, is an occasion on which, having regard to the overpowering section of the Act of Parliament, with reference to

the founder's intention, they are unable to accede to it. If it had been done from the beginning, in reference to all the schools, they would have rejoiced. Dr. Martin does not recede from his position, that if the Legislature see fit to endow mixed schools—to make the Erasmus Smith Schools and the Royal Schools all mixed schools, such an arrangement would be satisfactory. The only occasion, however, on which it has been sought to bring that into effect, is one in which the founder was a man of strong Protestant leanings. He is very sorry to differ from Professor Dougherty and he thought that Professor Dougherty had some information about Erasmus Smith that was not known to everybody else, and in consequence of that, he went into an inquiry as regards the religious views of Erasmus Smith, and he satisfied himself that he should take up the course he now instructs me to advocate; I am bound to present his view with as much force as I can.

406. Mr. Justice O'Brien.—Of course, but I do not think that diminishes in the smallest degree what you call the irony of the situation.

Rev. *D. Humphrys.*—I would ask your indulgence for a moment to say that on the part of the Catholics, I think I am justified in saying they are prepared to accept the mixed system.

407. Mr. Justice O'Brien.—Undoubtedly the Scheme provides for that.

Rev. *D. Humphrys.*—The bishops of Ireland a few days ago condemned the system of mixed education. They have been all along working the National system, which is a system of mixed education. I would undertake to settle with their lordships that they would not insist on carrying out their resolution against the management of these schools. Again, there is a subject I took notice of yesterday. Dr. Traill asked Mr. Dodd "Have your clients instructed you to say that they did not wish the Catholics to get any part of this endowment?" I object altogether against that, for it is taking the decision of this question out of the domain of law, reason, and justice.

Mr. Justice O'Brien.—You are quite right. Mr. Dodd was compelled by the question put to him to answer as he did. It was an effort on the part of Dr. Traill to bring somebody else into alliance with him.

Rev. *L. P. T. Ledoux.*—I am Rector of Calry, in the County of Sligo. I represent the Archdeacon of Elphin, and the parishioners of St. John's Parish, Sligo. I also represent a number of Protestant tenants on the estate of Erasmus Smith in Sligo, and I have written authority from Mr. Wynne to represent him, and from Mr. Campbell and Mr. Clarke. These three gentlemen are all my parishioners, and the estates in Sligo are altogether situated in my parish and St. John's. I received no notice that this inquiry was about to be held.

408. Lord Justice FitzGibbon.—We held a public inquiry in Sligo some time ago. You have become rector since. Notice of this inquiry was sent to every one who ever appeared before us, and was also published in the newspapers. Therefore, I think, as to receiving no notice you have no cause of complaint.

Rev. *L. Ledoux.*—I am not for a moment endeavouring to blame the Commission, but I had no knowledge of the sitting till the day before yesterday, consequently several of the statements I bring before you may lack definiteness; the numbers I can afterwards give accurately. I maintain, my lord, that in the evidence given to the Commission at the inquiry held on the 9th October, 1888, at questions 434 and 435 there is an error: it is to this effect: it was said that Mr. Wynne and Mr. Campbell did not sublet, and that all the tenants on the estate were Roman Catholics, I know that the facts are otherwise Whoever gave the evidence was incorrect in that. I received a list of the tenantry from Mr. Robinson who was the agent until about ten years ago. Mr. Wynne gave me a list of the persons to whom he sub-lets. Mr. Campbell told me he sub-lets. In the portion where Mr. Wynne sub-lets there are at least five persons suitable for receiving Intermediate Education of a high class, who are on the part of the estate which he sub-lets. On Mr. Campbell's part of the estate there are, I know, two persons suitable for receiving such education, and I think there are four. While I am certain of this I believe that there is a very much larger number available. It is said in this evidence that a certain townland runs up to the demesne. The agent told me that from that part of the town, and others living on the demesne at Hazlewood, some fifty-three are of the Church of Ireland: how many are Roman Catholics I do not know. There are five on the land that Mr. Wynne sub-lets outside of it. With regard to the other townland, it is, I believe, in the neighbourhood of Ballinorley, in which district there are thirty-four children belonging to the Church of Ireland. There are a large number of children in the neighbourhood capable of receiving Intermediate Education. The rental of the estates in the County Sligo, was at the time Mr. Robinson was receiving the rents, £440 2*s.* 6*d.* I believe it is less since. Of that £180 comes from the Parish of St. John's. The farm there is in possession of a Roman Catholic, but if the benefits of the trusts ought to be extended, not only to those on the estate, but also to those who are within a reasonable radius, it would bring in the whole population of Sligo.

409. Dr. Traill.—Sligo county or town?

Rev. *L. Ledoux.*—I mean Sligo town, and it gives us a very large *clientèle* for higher education preparatory for University training. On reading over those documents that I managed to get in a hurry yesterday, I find your lordships invite suggestions as to how these funds might be used. That is exactly the case I intend to bring before you. There is a great need for such a school in Sligo as the Endowment was intended to supply. I must ask permission to draw your attention very briefly to the history of the matter as it seems to concern Sligo. In the first document, the Indenture of 1657, there are five Grammar Schools provided for, of which Sligo is to have one. It is to be absolutely free. In the document of 1667 there are still five Schools; the purpose is the same with the addition of binding the children to Protestant Masters, there is an extension of the benefits of the Endowment to children of those who live within two miles of the Schools. The Charter of 1669 reduces the Schools to three and extends the benefit to twenty poor children living within two miles. This seems to me to be important, for there is no statement that these twenty poor children are to have any connection with the estate. They are to be suitable persons, living within a certain radius of the Schools. I wrote to Mr. Clarke, a very old parishioner of mine, who has been greatly interested in this matter, but unfortunately he seemed to be so wrong on one point that I took no notice of what he said. He seemed to be wrong in his idea that there was a distinct trust in favour of Calry, but he seemed to be right in saying that there was a school there in the early part of the century, solely supported by the Board of Erasmus Smith, and that that school was discontinued and the school closed and the property sold.

410. Monsignor Molloy.—He stated a very important thing, that he himself was in the school when it was in full working order, and that fifty boys were educated there to trades.

Rev. *L. Ledoux.*—He did not say he was at the school.

411. Monsignor Molloy.—Yes, he said he was in the school, not as a pupil, but as a friend of the master.

Rev. *L. Ledoux.*—The school ceased and this other school was built by funds of Erasmus Smith's Board. I have to ask your attention to the circumstances of this, now called the Diocesan School. The master is an extremely able man, Mr. Eades, who has an annuity under the Church Act, something between £120 and £160 a year, and after his death there will be no provision in Sligo for

Oct. 22, 1892.

the Intermediate Education of boys in the Protestant Religion. The Roman Catholics there are peculiarly well circumstanced. The Roman Catholic Bishop of Elphin has a good school there, but we have none except the Diocesan School. A great inconvenience has been caused to the town for want of a school with suitable Endowment. The children at the Bank of Ireland have to go to the Model School. Children being educated for professions, or to take positions similar to their parents, have no school except the Diocesan School which is insufficient. I said to a parishioner a few days ago—"What will you do if anything happens to the school of Mr. Eades?" He said he would have to send his boys away to a Royal School. It seems to me we have the persons who were intended to be benefited by Erasmus Smith. You have them inconvenienced for the want of a High School in Sligo. That want is being supplied now by the Diocesan School which must soon come to an end.

412. Mr. Justice O'Brien.—Why will the Diocesan School soon come to an end?

Rev. *L. Ledoux.*—Because the Church Act made no provision for its continuance.

413. Yes, the fund ceases. How are those schools sustained?

Rev. *L. Ledoux.*—I know absolutely nothing about the Roman Catholic Schools.

414. Are they connected with the National Board?

Rev. *L. Ledoux.*—I really know absolutely nothing about them, except that there is a fine Boys' School there giving an Intermediate Education. Now, with regard to the point of this former Erasmus Smith's School in Sligo, it was not an Intermediate School, as appears from the evidence of Mr. Clarke—it would be called primary education. We have been doing a great deal that properly ought to have been done by Erasmus Smith's Board. We have been paying £34 a year towards the aid of primary education for schools under the National Board. We object, then, to this present Scheme, as put forward by the Commissioners, on the ground that it does not safeguard the interests of the tenants in our parishes. There was a school for Sligo provided for by Erasmus Smith's documents. The necessity for that school still exists. The tenants are there, and the persons living within two miles of the Estate who are proposed to be benefited are in sufficient numbers to fill a good Intermediate School, and we object to our being left to the tender mercies of the Erasmus Smith Governors who have not hitherto observed the need for a school in Sligo, and we object equally strongly to schools unlike those provided for in the deeds of Erasmus Smith. We wish for a school on the original foundation. If there is any rearrangement of the funds, we claim that we in Sligo have a prior claim. First, the earliest deeds provide for us—we need such a school, and we have a tenantry willing to be "educated in the fear of God and the Protestant religion."

415. Lord Justice FitzGibbon.—We investigated this before. It is referred to in the Report of 1888, page 17. The same case that you make now was made then. The Diocesan School was transferred to Sligo in comparatively recent years, and the want of an Intermediate School was supplied in that way. I was not able to find any evidence of the existence in Sligo of an Erasmus Smith's School at any recent time. Your argument appears to be that Erasmus Smith's Endowment ought to be made available for Sligo, and that your claim is strengthened by the fact that the provision made by the transfer of the Diocesan School is now coming to an end.

Rev. *L. Ledoux.*—That is exactly the case I am anxious to make. I ask for a consideration of the claim of the Church of Ireland population for an Intermediate School in the framing of a Scheme.

416. Whether denominational or otherwise, you claim that there should be an express provision for Intermediate Education in Sligo.

Rev. *L. Ledoux.*—Yes; we are prepared to satisfy the denominational test, and so far as various sects of Protestantism would be concerned, no difficulty would arise with us, for the Presbyterians and Methodists are not sufficiently numerous to have a school of their own.

417. Do you know the number of Protestants in the Model School?

Rev. *L. Ledoux.*—About 250.

418. Mr. Justice O'Brien.—Supposing this school was established for Sligo, would you contend that, irrespective of the extent of the estate, within a radius of two miles there should be the twenty free pupils?

Rev. *L. Ledoux.*—I assume that all the conditions were to be fulfilled.

419. You fulfil those conditions in Sligo?

Rev. *L. Ledoux.*—Yes, and we are perfectly prepared to satisfy the religious test.

The *Vice-Chancellor.*—This statement has come on the Governors of Erasmus Smith's Schools by surprise. We never got any intimation in the twenty years that I have been Treasurer, nor was it ever suggested to us, that there was any need for the establishment of an Intermediate School or a better class school in Sligo. Until within a very few years there was a very good English School in the parish of Calry, in the time of this gentleman's predecessor, and that school was discontinued, so far as I remember, on the ground that there was a sufficient population there to enable them to obtain a substantial grant from the National Commissioners.

420. Lord Justice FitzGibbon.—The case that Mr. Ledoux makes is substantially the same that we had before us at Sligo.

The *Vice-Chancellor.*—In his predecessor's time we had frequent communications on the subject, and we kept that school in as good a condition as any English School—for English School has a technical meaning as well as Grammar School.

421. This application only shows that people are more ready to come here and state their claims, than to go to the Governors.

The *Vice-Chancellor.*—I am surprised at the time that has been taken by this gentleman, without any communication whatever with the Governors, who are always on the most friendly terms with the inhabitants.

Rev. *L. Ledoux.*—I am throwing no aspersion on the Board of Erasmus Smith.

The *Vice-Chancellor.*—But you have done it.

Rev. *L. Ledoux.*—It was impossible to give notice of what I got no notice of. I am there the last two years. My contention is that my parishioners have a claim.

422. Mr. Justice O'Brien.—That claim must be under a scheme. Although the Vice-Chancellor has stated that they did manage an English School there, I would suppose that the Erasmus Smith Board would have considered themselves at liberty to establish a strict Intermediate School there, but that they did not adjudge it necessary.

The *Vice-Chancellor.*—No, certainly not, certainly not.

Rev. Dr. *Nicholas.*—I appear on behalf of the Methodist Conference. I have also been asked to represent the Congregationalists. The objections we have to the Draft Scheme bear upon two points, the religious composition of the Governing Body, and the beneficiaries of the charity. My contention is that the Governing Body should be exclusively Protestant on the ground that Erasmus Smith was not merely a Protestant, but that he was enthusiastically Protestant.

423. Mr. Justice O'Brien. — Enthusiastically Protestant! He has been greatly disparaged in the progress of this Inquiry, for it was said he changed his coat with every government that came in.

Rev. Dr. *Nicholas.*—If we take the illustration of Mr. Humphreys yesterday, about the gentleman who had only one hotel to go to, suppose there was a temperance hotel, a gentleman might not enjoy it, but a temperance man would say it was very enjoyable. That is our contention, that Erasmus Smith, being a Protestant, not under compulsion, but that he heartily agreed with the compulsion, and that those rules

carried out his conviction. I do not want to take up time by going fully into matters brought before you already, but I simply indicate the following points as showing the strong Protestantism of Erasmus Smith. The fact that he selected Protestant Governors, Protestant Schoolmasters, and Protestant Masters who are tradesmen, that the boys might be trained up in their trades by Protestants, shows that the religious idea was the fundamental and dominant idea in his mind. He begins by deploring the moral and religious condition of Ireland. The very first thing in the Indenture, dated 1657, is that the children should be brought up in the fear of God, and then that they should be brought up in the knowledge of the true religion without superstition. Now, we all know what the reference is there, and what they meant in the language of that age when they called it superstition.

Mr. Justice O'Brien.—You may apply it to the language of this age too.

423A. Lord Justice FitzGibbon.—I do not know that there has been any substantial change of views in regard to faith or superstition, though there has been a great change as to toleration.

Rev. Dr. *Nicholas.*—In that day they meant by superstition, the Roman Catholic Church. In this day we mean a great many other things besides that. We regard many other things as superstition.

Mr. Justice O'Brien.—You certainly do not leave that out.

Rev. Dr. *Nicholas.*—In that time they referred exclusively to the Church of Rome. The fact that the teachers were to pray twice every day, the fact that the children were to be punished who were absent from prayer, the fact that the Catechism was to be taught once every day; all these go to show that he was very earnest in his Protestantism, and that he was strongly imbued with the religious earnestness of that age. But we contend that while he was distinctly Protestant he was not distinctly Episcopal. Erasmus Smith was what would be called now a Low Churchman who had more sympathy with Dissenters than with high Anglican views. His religious position would be represented now by members of the Evangelical Alliance who are strongly Protestant and have great sympathy with all sections of the Protestant Church; but have not sympathy with the Church of Rome. Now, my lords, I think that contention is proved by the following particulars—his selection of Puritan Divines as Governors—he selected Samuel Winter: if he had been a High Churchman he would not have done that—his selection of the Shorter Catechism, Ussher's Catechism. In reference to the suggestion that still he retained his Bishopric, and was a Bishop, I would like to point this out, that there are two distinct views of Episcopacy: there is the view of Episcopacy that it is essential to the Church, that it belongs to the very essence of the Church, and the view that it refers to the well-being of the Church. There are men whose ordination is valid who are not Episcopally ordained. That I take it was Ussher's view, and the mere fact that he continued a Bishop does not establish Mr. Carson's view that he considered the Episcopal form of government of the Church an essential one. The fact that they had prayer twice a day, but no form of prayer for the Schools——

424. Dr. Traill.—Is there any proof that there was no form of prayer for the Schools?

Rev. Dr. *Nicholas.*—There were none prescribed. If there was a form it would be for them to show that there was. But then I think that there is something in the very expression he uses. He says they are to attend the said "exercise of prayers." If I am not mistaken the term "exercise of prayer" was a distinctly Puritanical expression. It occurs in the Charter. The Anglican expression would have been "absent from prayers." I tried to find the passage last night but I was not able to do it. I believe Bishop Louth ridicules this expression "exercise of prayer" in a sermon in which he condemns the Puritans for the length of their prayers, and their gesticulations during prayers. Why does Erasmus Smith use the general term "Protestant" instead of "Episcopalian" or "Presbyterian" or "Independent"? It cannot be that the term "Episcopal" was not in use at the time. It was an age of rather keen religious controversy. If he had been anxious to make his charity a distinctly Episcopal charity he would not have taken up the broad, rather vague generic term, "Protestant," instead of the specific term "Episcopal." *Oct.* 22, 1892.

425. Mr. Justice O'Brien.—The term "Protestant" undoubtedly existed in that day, but was the word "Episcopalian" used at all in religious discussion in Ireland, at that time—1651?

Rev. Dr *Nicholas.*—"Prelacy" was very much in use, and "Episcopal" was a term very frequently used. Our contention is that he used this form "Protestant" to embrace all Protestants, including Presbyterians and Independents. He did not regard it as a matter exclusively connected with the Episcopal Church of Ireland. Supposing the Presbyterians were establishing a school they would not put in their Charter that it was to be conducted "not contrary to any of the Canons of the Presbyterian Church": that would be a matter taken for granted; but if the Presbyterians were having a Charter in which others were connected they would say that "nothing shall be contrary to the Canons of the Presbyterian Church." Then the test required of the teacher that he should accept the Thirty-nine Articles and Royal Supremacy. Mr. Dodd, yesterday, said, that this was accepting the Calvinistic theology of the Presbyterian Church—that the Thirty-nine Articles were Calvinistic. It might be taken that the doctrinal basis should be the basis to go on, and that all who accepted the Calvinistic authority might benefit. The highest authors maintain that the Thirty-nine Articles are not Calvinistic. I would refer the Commission, if any one member of it wishes to examine into it, to Harold Brown, on the Thirty-nine Articles, page 413. You will find that there is no proper reason for saying that the Thirty-nine Articles are Calvinistic. As to how the Methodists and Congregationalists come in, they are not referred to in this document.

426. Dr. Traill.—Were there any Methodists at that time?

Rev. Dr. *Nicholas.*—There were no Methodists at that time by name. They come in as Protestants, or as Episcopalians and Presbyterians, for there are elements in Methodism common to the others. Methodists hold the essential doctrines of both churches—Methodism and Congregationalism being really Protestantism, and they seem to me to come in and to have a fair claim on the legacy of this man who was in the strict sense a Protestant.

427. Dr. Traill.—If they followed the advice of John Wesley they would never have been Methodists but all Episcopalians.

Rev. Dr. *Nicholas.*—A good many questions arise out of that. Our contention is that there should be some representative of Methodism on the Governing Body, and where there are Methodists, that a local school should be established. We also, as regards the beneficiaries of the charity, wish to say something. The children of Protestants, and children complying with the conditions laid down belonging to the estates of Erasmus Smith, have the first claim, but we think that after that there is no reason why the benefits of the Schools should not be extended, and should be confined to children attending in Harcourt Street for example. They have no greater claim than the children educated in other Protestant schools. We think that, complying with the conditions laid down, there should be some means provided by which they could share in the benefits of this endowment.

Oct. 22, 1892.

428. Dr. TRAILL.—Have you any return of the number of Methodists on the estates of Erasmus Smith in different parts of Ireland?

Rev. Dr. *Nicholas.*—No, I have not; but I could get them, and send them to the Commission. If it is required I will send it.

429. I know that the parts of the country in which Methodism is strongest are remote from Erasmus Smith's estates.

Rev. *D. Humphreys.*—They are far away from the estates.

Mr. Justice O'BRIEN.—You are quite right in that; they are, generally speaking, remote from the estates. There are a good many in Limerick.

Rev. *D. Humphreys.*—Yes, but far from those estates.

Mr. Justice O'BRIEN.—Oh, yes.

Mr. *Matheson*, Q.C.—My lords, I appear on behalf of Trinity College to oppose the Draft Scheme framed by the Commission. The objections of Trinity College are stated in the printed objections, number 4 on the last page of the Scheme. These objections are:—First that this Commission has no power under the Act of Parliament to take away the property and endowments which the Scheme proposes to take away from the College; secondly, that if they have such a power it is unjust to do so under the circumstances; and, thirdly, because the Scheme contains, in Section 13, a power to divert the entire of the endowments from Trinity College, both the endowments that the Scheme recognises as belonging to Trinity College, and the endowments that it does not so recognise. I will remind you what is the position of Trinity College in this matter. By the original Indenture, and also by the Deed of 1667, a provision was made for certain exhibitions in Trinity College. The first portion of the fund that was applied to the establishment of a lectureship was by the Charter of 1669, and by that it was provided that, if the rental should exceed £300 a year, £30 was to be applied in founding a lectureship in Hebrew, which was to be approved of by the Board. That is in the Charter at page 22 of the little book. It provides that if the rent exceeded £300 a year there should be paid for reading a Hebrew lecture there the yearly sum of £30. That Hebrew lectureship was established in 1669, and continues down to the present day. By the Act of 1723 provision was made for the establishment of three Junior Fellowships in the College, and also two lectureships, one in Oratory and History, and the other in Experimental Philosophy. These are provided by the Charter at pages 30 and 33. I call your attention to the form of words in which these are provided for.

430. Dr. TRAILL.—Is this the Act of 1723?

Mr. *Matheson.*—Yes, the Act of 1723, at page 30. The Charter of 1669 only provided for the Hebrew lectures. It then provides, at page 31, that there shall be three new Fellowships established. Then it goes on to provide that from and after the first day of May, 1724, there shall be established and continued for ever hereafter a lectureship in Hebrew. At page 33 provision is made for the income and salary of the said lecturer at a yearly sum of £35. Then it provides for the establishment of three new Fellowships, one in Oratory, one in History, and another in Natural Philosophy. Then at page 39 there was this further provision, which I look upon as a material provision, dealing with the endowment which the Draft Scheme now proposes to take away. It is in that section enacted that if at time the rents, revenue, or profits should decrease, the Governors may reduce, from time to time, the sums to be annually paid to the College.

431. Mr. Justice O'BRIEN.—It does not make it imperative?

Mr. *Matheson.*—I am not contending that.

Lord Justice FITZGIBBON.—From time to time.

Mr. *Matheson.*—Nor ever hereafter. If under that management they entered into an arrangement with Trinity College and erected a public hall in Trinity College, could they afterwards take it down?

432. Mr. Justice O'BRIEN.—Supposing they endowed it, could they not take away the endowment?

Mr. *Matheson.*—I will come to that, but I wish now to show you what it was exactly that was done under this proviso. They are to apply the surplus to some public work or use in Trinity College. Then there are a number of minor matters mentioned. It is also provided that if at any time the yearly rents and profits should decrease they may make reductions in the annual payments but no deduction or abatement was to be made with regard to Christ's Hospital, or in the sum to be paid for the three lectureships in Trinity College. My argument is that once they had dedicated the fund pursuant to the statutory power given to them by that clause they had no power to reduce it, except when the rents and profits had decreased. You must take the whole clause together. It enables them to apply as mentioned, the surplus to works of public utility.

433. Lord Justice FITZGIBBON.—That might be such as erecting a building or some other new work. For the present purpose, you must take an annual expenditure—putting out children to school or apprenticeship. Your argument would come to this, that if they spent £7,000 in such a way for a year, they could never change the application of it.

Mr. *Matheson.*—My argument would only be this—that if they apply portion of that surplus to a permanent, continuing object, they ought not and cannot withdraw it; that it is not contemplated by this provision, and that it would be quite unfair to do so. What I say is this, that you must take the whole clause together. It empowers them to apply the surplus to a particular object, and then it provides for the reduction of it only in certain events.

434. My view at present is, that if they attempted to limit, by any arrangement, the annual exercise of their own discretion in this matter, they would be doing what they had no right to do.

Mr. *Matheson.*—I will show your lordship that the only time they did reduce these payments was under this very proviso, which enabled them to do it when the rents and profits decreased. It might be better to tell you what was done. The Act was passed in 1723, and what appears in the minutes of the Governors? There was a meeting on the 2nd February, 1750, and there it was ordered that the further consideration of the balance remaining in the Treasurer's hands, and the decreased rents be resumed at the next meeting, and that the sum to be contributed to Trinity College be then mentioned to the Board. And then in 1762, on the 1st November, there is an entry, that the memorial of the Provost and Senior Fellows of Trinity College being laid before the Board, it was ordered that the Treasurer do pay to the Bursar of the said College the annual sum of £425 towards erecting and supporting a Professorship of Mathematics. That was as early as 1763: the rents in the previous year having increased, they adopt a new payment of £425 towards erecting and supporting a Professorship of Mathematics. Subsequently in 1763, there was a further proviso that the Treasurer pay the Bursar of Trinity College the annual sum of £65, to be paid to the Lecturer in Philosophy, for the time being, in said College, as Professor of Philosophy, and for the payment of £35 a year payable to him as Lecturer, and that for the future he be styled Professor and Lecturer in Philosophy. It was ordered that he should be raised to the rank of Professor.

435. Dr. TRAILL.—That is the post that Mr. Galbraith held so long, and that Mr. FitzGerald holds now?

Mr. *Matheson.*—Yes.

436. Mr. Justice O'BRIEN.—Does that increase come in as a public work?

Mr. *Matheson.*—I should say so; it certainly is a public use. Supposing this Professorship, founded at

£35 a year, which in 1769, would have been a substantial sum, in the course of time so falls off when the value of money decreased, that no Professor could be obtained—no competent or suitable Professor—for £35 annually, it would be of public use in the University to endow that Professorship to an extent that would admit a suitable Professor being obtained. I will give the figures as to what these Professors are actually receiving. They appear to have provided for the appointment of some assistants, which, in course of time, became necessary, but the payments to the Professors appear to have continued at the same rate up to July, 1850, and on the 13th July, 1850, after the famine, and when the rents had fallen off very much, there appears to have been a committee appointed to inquire into the best mode of reducing the outgoings, and then there is a minute setting forth that the Report of the Standing Committee having been read, it was ordered that the schedule of reductions be confirmed, and the same entered on the minutes, and that the committee be requested to report to next Board what further reductions can be made to meet the decline in the Governors' funds. From 1850 to 1859 the extra payments that had been given in 1762 were discontinued under the powers that were given to them by the statute of reducing the payments out of the surplus in the one event of the income having fallen off. They continued the original statutory sums that were fixed by the Acts, and they were continued to be so paid between 1850 and 1859. At a meeting held on the 28th January, 1859, the Board ordered that the various payments to Trinity College be restored to the amounts as paid up to the 1st May, as follows:—Professor of Hebrew £60, Oratory £60, History £60, Mathematics £60, Natural Philosophy £60, a payment for three Junior Fellowships of £92 6*s.* 3*d.*; for twenty Exhibitions £221 10*s.*, and fifteen Exhibitions £138 9*s.* 2*d.*, total £750 6*s.* 2*d.* From that date, the 28th January, 1859, down to the present time, these payments have continued unaltered with this exception, that the payments for Exhibitions have varied according as there were candidates for the vacancies, but the payments to the Professors have continued unaltered to the present time.

437. Mr. Justice O'Brien.—The payments to Professors remained the same, but the Exhibitioners were stripped.

The *Vice-Chancellor.*—They never were stripped.

Mr. *Matheson.*—No, whenever there were candidates they were given.

The *Vice-Chancellor.*—Always.

Mr. *Matheson.*—It appears from the memorandum which is attached to the Scheme that the annual payment has varied from the estates, but that they were restored to £750 6*s.* 2*d.*, the amount they were before the reduction. The statement says that for some years back they have amounted to about £600 a year. That is a misleading statement, for the full amount has been paid whenever there were candidates suitable for the Exhibitions, and there has been no variation at all since 1859 in the payments that have been made to the Professors. The actual payments that the Professors get I need scarcely tell you are such that at this day you could not get Professors to accept.

438. Mr. Justice O'Brien.—You cannot find a Professor for £35 a year, unless on the principle that it would bring other payments, as a doctor gives a considerable sum to be attached to a hospital though there is no salary.

Mr. *Matheson*—That has no analogy to a professor in college. A doctor takes office in a hospital for it gives him a position which enables him to increase his private practice, and indirectly it brings in money, in addition to which it gives him experience.

Dr. Traill.—They generally get a lot of fees from the medical students also.

Mr. *Matheson.*—They do, and even if there was nothing but the position it would not be analogous to a professor who makes his living from educational sources by teaching.

Dr. Traill.—The Professors would not give up their College Tutorships to take those professorships unless they get a larger salary.

Mr. *Matheson.*—Certainly not. That will show you the manifest injustice of taking away those payments which have been made for nearly 200 years, after those Professorships have been founded by the College, and men put into these positions who kept them to the present moment on the faith of not being interfered with. My first contention is on the Act of Parliament, under which you have no power to take away those supplemental payments for the Professors. The Scheme does not propose to interfere with the money paid for Exhibitions; it only proposes to clip off the sum of £211 off the payments.

439. Lord Justice FitzGibbon.—Under the Charter certain prescribed sums are given to persons with whom the Governors of Erasmus Smith have nothing to do. The appointments and the payments are in the hands of the Provost and Senior Fellows of Trinity College. The Draft Scheme treats this amount as outside the jurisdiction of the Commission; but the other sums, the supplements to the salaries, &c., are still kept under the dominion of the Board of Erasmus Smith, and are therefore dealt with by the Scheme.

Mr. *Matheson.*—What I will try to show is, that those supplemental payments made to the Professors are just as much endowments belonging to the College, and are as much in the gift of the College as the original ones that were specified by the Act itself.

440. Lord Justice FitzGibbon.—If Erasmus Smith's Board now withdrew these payments, what would you say; could they do so?

Mr. *Matheson.*—I think not. I would contend that even in 1850, if the College had chosen to resist the withdrawal of the supplementary grants, they would have very strong grounds to rely on, because, at that time, the Erasmus Smith's Board had given other moneys out of the surplus, and though they reduced the sums payable annually to the Professors, they did not reduce the sums payable to some of the very schools which were endowments later in date than those Professorships. At present I will say that they would not have the right of withdrawing this supplementary payment from Trinity College. I contend that this is as much an endowment belonging to Trinity College as the original sums. At present there is paid to the Professor of Hebrew £60 a year. The Scheme proposes to reduce that by £32 6*s.* 2*d.*, leaving him £27 13*s.* 10*d.* There is paid at present £60 to the Professor of Oratory, and it is proposed to reduce it by £30 6*s.* 2*d.* The Professors of History, Mathematics, and Natural Philosophy are also proposed to be reduced from £60 each to £27 13*s.* 10*d.*, taking away £30 6*s.* 2*d.* in each case.

Lord Justice FitzGibbon.—When you use the expression "take away," you must show that the Scheme fails to secure all that is given by the Act of Parliament. It leaves the remainder as it is, within the power of Erasmus Smith's Board.

441. Monsignor Molloy.—Your contention is that these supplemental endowments to Trinity College are exempt?

Mr. *Matheson.*—That is my point, and I say that, having regard to the circumstances under which they were given to Trinity College, the fact that there are men now filling those Professorships, and that the College is bound to pay those salaries, that it would be unjust to take out this £211 a year, having regard to the fact that the revenues of this estate have increased from the sum of £3,000 to £9,000 a year.

442. Lord Justice FitzGibbon.—It was endowed with those Professorships long ago, and the estate, which then was producing £3,000, now produces £6,000. That appears to me only to give you a claim now to the amount that £35 was worth then.

Oct. 22, 1892.

Mr. *Matheson.*—This sum of £211 13*s.* 10*d.* is proposed to be taken out of the amount paid to the College now. Schedule 3, at page 33, is headed "Trinity College Endowments." The Trinity College endowments consisted of the following yearly sums:—At first £30 15*s.* 4*d.* is the yearly stipend of each of the three Junior Fellows, and the yearly sum of £27 13*s.* 10*d.* the stipend of the Erasmus Smith's Lecturer on Hebrew; £30 6*s.* 2*d.* the stipend of the Lecturer on Oratory and History, and £30 6*s.* 2*d.* the stipend of the Lecturer on Mathematics and Experimental Philosophy. These are the sums which are mentioned in the Act of Parliament and in the Charter.

Monsignor MOLLOY.—Did these constitute the sum of £180 12*s.* 2*d.* which I suppose is £200 Irish?

Mr. *Matheson.*—Yes. Then the Fourth Schedule is the Trinity College Exhibition Fund, and makes no change in the Exhibition Fund.

443. Lord Justice FITZGIBBON.—It enables the Governors to continue to make the payments.

Mr. *Matheson.*—It does not propose to reduce in amount the Exhibition Fund.

444. Monsignor MOLLOY.—I think it does. The amount left untouched of the present payments to Trinity College is about £300 a year, and the amount dealt with in the Scheme is £300; you make it £200, but that is a point of detail.

Mr. *Matheson.*—The difference in the figures between you and myself is caused by your taking the payment of the three Junior Fellowships. They amount to £100 Irish. Looking to the 7th clause of the Act of Parliament we find it enacted that this Act shall not apply to the endowments in the University of Dublin or Trinity College, and "Endowment" is defined in the first section as "property dedicated to a charitable use, and which has been applied or is applicable in the whole or in part, whether by the declared intention of the founder or by the consent of the Governing Body or by custom or otherwise to educational purposes," The facts with regard to these additional payments—the ground, as I take it, on which the Commission has proposed to take away those supplemental payments is stated in the memorandum at page 6, number 2. As I take it the grounds on which you have proposed to cut off these supplemental payments is, that there is no express provision made by the Charter or by the Act of Parliament for them, and you draw a distinction between two classes of endowments, because one of them is expressly prescribed by the statute, and the other is not. What I contend is that under the clause at page 39 these are as much prescribed by the statute within the meaning of it. What that provision says is that it shall and may be lawful for the Governors of the Schools for the time being to apply and dispose of the residue and overplus for or towards some public work or use in Trinity College. Under that they had power to apply the entire of this residue. They have only applied this £211 a year. Under that they had power to apply the entire residue to some public work or use in Trinity College. There can be no question of the public use effected by supplementing the salaries of the Professors where in the change of time the value of their salaries had become decreased.

445. Lord Justice FITZGIBBON.—A new Professorship might be of public use.

Mr. *Matheson.*—Yes, they founded the Professorships on a new basis.

446. Mr. Justice O'BRIEN.—If you establish that doctrine you furnish a very efficient one to do away with any trust fund—that a salary may be increased *ad infinitum.* That would make away with the whole of the trust fund.

Mr. *Matheson.*—With great respect I do not think that would apply at all—to supplement what was the original foundation of the trust. Surely the whole principle that is implied by the trust where the funds have increased is to apply the increase to some lines on the original foundation. It appears to me that the application is such as would be approved of if the clause on which it stands has to be applied. It appears to me that that was the public use of it.

447. Lord Justice FITZGIBBON.—In England, under the control of the Privy Council, they have considered that old sums could be altered.

Mr. Justice O'BRIEN.—The only decision that is referred to here of the Privy Council in England, has not been quoted at all, it has been merely referred to but not quoted, that is the decision of Lord Selbourne. I should like to see the Acts referred to on the application of funds now to a use defined by Statute.

Mr. *Matheson.*—They are all collected in the new Law Reports Digest, under the title of Endowed Schools. Cases in which they have increased payments, as Lord Justice FitzGibbon has referred to. Where sums given to a charity were small, they have increased them to what would be supposed to be the modern corresponding amounts.

448. Dr. TRAILL.—The Senior Fellowships in Trinity College are an illustration; they amount now to £1,100 a year, besides offices. It is only the Junior Fellows who have to work on, at the old salaries.

Mr. *Matheson.*—Some of them at £4 12*s.* 4*d.*, a quarter, and they have to pay income tax out of that.

449. Lord Justice FITZGIBBON.—Where there was an endowment of a certain amount, and nothing was said about the residue in case of the income increasing, there are some cases where the surplus went to the trust, others where it went to the managing body; but where the whole income was originally to be divided into so many salaries, each part would be proportionally increased.

Mr. *Matheson.*—It is not necessary for me to go into that. Under this endowment they had the power to apply the surplus to a public use, and a public use would be the endowment of another Professorship in the College. I do not think that proposition could be disputed. If they concluded that it was necessary to establish another Professorship or to increase the salaries of the existing Professors, it was in their power to do so; they had practically the power of appointment out of the residue, although the Act of Parliament did not specify the objects, because so far it had provided for the existing income, and the salaries that had to be provided for, would have exhausted the income. £30 15*s.* 4*d.*, multiplied by three comes to £92 6*s.* In the yearly sum of £84 1*s.* 3*d.*, I understand there is a mistake, and that it ought to be £83. The whole thing without the supplemental payments is £412 6*s.* 9*d*, and the supplemental payments are £72 17*s.*, that makes the total amount, £485 3*s.* 9*d.* These are the payments that would be made under the Scheme; the supplemental payments are made directly by the Governors, and the £412 6*s.* 9*d.* is what passes through Trinity College, through the hands of the Board.

450. Lord Justice FITZGIBBON.—Do you include the sums paid to Exhibitioners?

Mr. *Matheson.*—Yes, what I contend under this Clause, on page 39 of this Act of Parliament, is that it is equivalent to the power of appointment given by a deed which when exercised is exercised permanently, and cannot be withdrawn, except in the event which the Act of Parliament states. It enables the Governors to dispose of the residue. The Governors, for the time being, have a discretionary power to apply the residue at a time of increase of the revenue, to some public work or use in Trinity College, or the Blue Coat School, as the Governors, for the time being, shall think most proper and convenient. So that at the time that the deposition came to be made in 1762, the Governors considered it the most proper and convenient course to apply a certain portion of the rents, namely, £211, to one particular public use in Trinity College by

establishing those professorships and supplementing the existing salaries. Once the Governors had increased those sums and exercised that discretion, I say that they had no power to withdraw it. There is no power from year to year to alter the arrangements that I can see in that section. There is no power given to the Governors year by year to withdraw any endowment. There is given to them a power to increase the sums, and to decide when there is an increase in the rents, how they will exercise their power of disposing of that increase by the institution of some work of public use in Trinity College, but once they have exercised that power it is only in the event of the rent decreasing that they can reduce the payments. What is the meaning of putting in an express provision which enables them, in the event of the rents falling off, to reduce those payments? I say that the Governors, for the time being, as specified in the Act, means the Governors at the time they exercised the power of making these appointments, and that once the Governors have exercised that power of appointment, there is no power in their successors to revoke it except in the one instance of the rents and profits decreasing. The statute provides that when the rents and profits decrease it shall and may be lawful—the very words which give them the power of appointment.

451. Mr. Justice O'Brien.—See at the end of the Clause what it is that they are to reduce.

Mr. *Matheson.*—They have the power of reducing everything except the payment to Christ's Hospital.

452. Mr. Justice O'Brien—

"The number of pensioners or exhibitioners, and to make such deductions in the payment of such pensions, exhibitions, salaries, or other yearly sums of money hereby appointed or continued to be paid by them."

Mr. *Matheson.*—Certainly. I do not deny their power to reduce it where the rents are falling off, but the rents here are sufficient and larger than when this Act of Parliament was passed.

453. Dr. Traill.—Do you say that the reduction should be in proportion?

Mr. *Matheson.*—They would not.

454. Lord Justice FitzGibbon.—If the rents fell away, they could even reduce the Schools.

Mr. *Matheson.*—They could not, nor the payment to Christ's Hospital. The words Mr. Justice O'Brien has read—"The sums hereby appointed"—taking it altogether, is the power of appointment given to them.

455. Mr. Justice O'Brien.—Hereby authorized to be appointed?

Mr. *Matheson.*—Certainly.

Mr. Justice O'Brien.—It is not a power at all.

Lord Justice FitzGibbon.—"Hereby appointed," would be well enough. Or "continued to be paid by them."

Mr. *Matheson.*—By the use of the words "hereby appointed," it appears to have been drawn up by a lawyer.

456. Lord Justice FitzGibbon.—I think the Clause indicates a continuing payment being arranged for, that is to say they might undertake to pay so much a year for so long, the Clause provides that they might withdraw or lessen the payments if their funds fell, even in a case where they had bound themselves to a continuing payment. I cannot say that if at a certain time they raised salaries or supplemented exhibitions or established new charges, they were bound to continue them for ever. I concur fully with you in the opinion that where a man has founded a Professorship it is in every way just and expedient to keep it up to the position as regards endowment which he intended it to have when he founded it.

Mr. *Matheson.*—What more permanent obligation could you suppose than founding a new Professorship? Could it be said that the following year after they had established the Professorship, a different Board of Governors was to have the power of altering all the arrangements and rules made? That is my argument. The words used are the same words precisely as those in the Act of Parliament with reference to those specifically mentioned; "for ever hereafter" are the words used. I contend that the proviso which enables the Board to reduce the sums they have so appointed under this power, excludes any other event. When the pressure of the time came in 1847 and 1848 and the Board found it necessary to reduce the payments, they did it under the power expressly given to them by that Act of Parliament. The College could not I suppose at the time—at all events they did not resist it, but if it was necessary they had the power to do it. They had power to reduce it only in one event. It it even became a question between reducing the English Schools and Trinity College, I would say that they were bound to reduce the English Schools before the Trinity College funds, because they had appointed these sums to Trinity College before those English Schools, and when they alleged that it became necessary to reduce the sums paid to Trinity College, I think Trinity College could have insisted on the reduction being made in the Schools, before the payments to Trinity College were reduced.

457. Lord Justice FitzGibbon.—In founding those English Schools they provided for the withdrawal of the grants, and when they did withdraw the grant, they lost the building.

The *Vice-Chancellor.*—That is so.

Mr. *Matheson.*—They invited Trinity College to found these Professorships.

458. Lord Justice FitzGibbon.—Have you the date of any minute on which you can rely?

Mr. *Matheson.*—1672 and 1763. I would not use the word bargain in reference to it. I say that strictly speaking it is a property in use. It was an agreement. They invited Trinity College, which had a perfect right to refuse, to establish those Professorships. They proposed to pay those sums and the College accept that, and on the faith of getting those additional funds they established the Professorships. The increased sum is not sufficient to pay those Professors. The College pays the difference. The salary of the Hebrew Professor is £100 a year and the College pays him the additional £40. Another Professor's salary is £200 and the College pays him the additional £140.

459. Mr. Justice O'Brien.—They are all tutors, are they not?

Mr. *Matheson.*—No, one or two are not, and those do not get as large a salary as a professor outside.

460. Lord Justice FitzGibbon.—Erasmus Smith's Professors under the statute are not tutors, they are not even contemplated to be Fellows of the College.

Mr. *Matheson.*—It may be that the ones that are not tutors, are the ones mentioned in the statute. But whether they are tutors or whether they are not, the salary they receive from the College is a great deal more than even the supplemental salary that is given by the Erasmus Smith's Board. The College has elected these Fellows. Most of them hold their appointments for life. They have employed them, and appointed them to these Professorships, on the faith of their receiving a certain sum of money. Taking the Professorship of Hebrew, £100 a year, which is the smallest of the number, the College are bound to pay that £100 a year. They are bound to make up the difference between £100 and £60, and to pay the stipulated salary. This brings me to the second branch of the Act of Parliament which says not merely that the Act shall not apply to endowments belonging to Trinity College, but to endowments which are administered by or in the gift of Trinity College. I say they are as much belonging to Trinity College by virtue of the appointment made by the Board in 1863, as if the Professors were named and the salaries named in the statute. I say they are clearly ministered, or in the gift of the College. What would any one read, except a lawyer, who would come to read and dissect that clause? By the proviso in Section 7, it is

22 1892.

enacted that this Act shall not apply to any of the endowments in the gift of Trinity College. They surely would understand that Trinity College was not to be touched by that Act. Popularly, is not that what it means?

461. Mr. Justice O'Brien.—A lawyer would give a different meaning.

Mr. *Matheson.*—But I am bound to interpret it both popularly and as a lawyer.

462. Dr. Traill.—I suppose you mean it never would have passed the House of Commons if it had not had that meaning attached to it?

Mr. *Matheson.*—That is it, it never would have passed.

463. Mr. Justice O'Brien.—It is very hard to know what the House of Commons would do. Would you say now, that supposing in the preparation of this Scheme there was an express power of revocation, an absolute power of revocation, inserted in the resolution giving this £60 a year, would you say that was an endowment of Trinity College?

Mr. *Matheson.*—Certainly, until it was revoked.

464. Until it was revoked?

Mr. *Matheson.*—Yes.

465. I would like to see the way to the legal solution, and not this popular solution, of my distinguished colleague.

Mr. *Matheson.*—It was I who suggested the popular.

466. No, Dr. Traill used as an argument that it passed the House of Commons on the faith of an interpretation he put on it.

Mr. *Matheson.*—Your lordship has, in the observation you made just now, strengthened my point. The Erasmus Smith Board was given the power of appointment under this statute, and it was perfectly open for them to make an irrevocable appointment, and unless they protect themselves by some clause of revocation they cannot revoke it. It appears that in applying some of this surplus they protected themselves by a clause enabling them to withdraw the endowment they have given in other places. That shows my lord, that unless they protect themselves by a clause of that kind it becomes an absolute appointment; and what I would say is that this was an appointment which was made and not revoked. It is in the gift of Trinity College. Surely if it does not belong to Trinity College it is administered by it, and is in its gift.

467. Lord Justice FitzGibbon.—What is in its gift?

Mr. *Matheson.*—The property: the money: the supplementary payment: this £211 is in the gift of Trinity College.

468. Look at the Act, two Professorships are mentioned in it, do you say that they are in the gift of Trinity College?

Mr. *Matheson.*—Certainly.

469. The College is to examine the candidates, and within ten days after the examination, certify two of the most deserving to be approved by the Governors.

Mr. *Matheson.*—The College held the examination, and the College ascertained and nominated the successful persons at the examination. The College people pay the Bursar a salary. The College bulk the sum they get from the Governors with their own money: they employ their Bursar, and he gives them the receipt for his salary. The money is paid by the College, and is in the gift of the College. The 7th Section was framed to avoid any ambiguity. Suppose they had in their minds those supplementary awards, how could the persons who framed this clause avoid the interpretation that it only passed through their hands, except by saying "administered by them?"

470. Mr. Justice O'Brien.—Suppose they were to adopt the popular exposition instead of the legal exposition; would any body suppose that the payment of money by one educational institute to another educational institute deprives the first of control?

Mr. *Matheson.*—I do not think the Erasmus Smith's Board is an educational institute.

471. That it is not an educational institute?

Mr. *Matheson.*—Not in the sense in which you use it. Why did they put in the second words, or the third? Surely, if it was something originally belonging to Trinity College, supposing they simply meant to refer to assets of Trinity College, the words "belonging to" would be enough to put in the sentence. I will not ask your lordship to interpret it but as a lawyer. You are bound to look at the sentence, and to say what is its meaning. If the first is satisfied by "property of" or "belonging to" Trinity College, what is the meaning of "administered by"?

472. If I give the sum of £500 to administer it by increasing salaries of officers, is it not mine?

Mr. *Matheson.*—If your lordship gives £500 a year to be disposed of by Trinity College, if they take it, it belongs to Trinity College. The words of the definition are very broad—by the consent of the Governing Body, applied to educational purposes, administered by Trinity College.

473. You leave out all those words in Section 7. If money is to be applied in that way, or to be given for a necessary or public use, I would say that after seven years it might be withdrawn.

Mr. *Matheson.*—If the object for which they applied the surplus was in itself a terminating object.

474. No, but it is associated with a terminable object; that is against you.

Mr. *Matheson.*—Suppose it was to pay a sum to put poor children out to school until they had attained ten or fifteen years of age, surely there would be nothing in the fact to assume that the objects mentioned were objects that would only last for a term of years; because as soon as the object had come to an end the fund would be enlarged, if it is in the nature of an original power of appointment, it would even spring into *esse* with regard to the fund that had been so closed. But where they appointed a permanent object, such as a professorship, the fact that it acquires in the section mentioned a terminable object does not take away from it. I say, my lords, that, even if I have failed to bring this endowment within the purview of the 7th Section of the Act, I would submit that the Scheme is unjust and unfair in taking away a sum of money that for nearly 200 years has been paid to Trinity College. Trinity College was in that the original object of the affection and esteem of Erasmus Smith. In his very first Deed of 1657, Trinity College is mentioned, and though his income appears at that time to have been very small, he provides for the education at Trinity College of those children a sum of £10 a year. His whole educational system led up to Trinity College. His system of education was contemplated for the fitting of children not to go to any other University but to Trinity College.

475. Lord Justice FitzGibbon.—I cannot go with you to the full extent, that because Erasmus Smith in 1670 contemplated sending pupils to Trinity College only, we ought in 1892 to ignore the other provisions now existing for University education. In 1670, Trinity College and the University of Dublin were the only University and College available in Ireland. The general intention was to afford fit pupils a University education. It does not appear to me to be unfair to say that the Governors of Erasmus Smith might now make a similar provision for a boy at the Royal University, that Erasmus Smith wished to make in Trinity College.

Mr. *Matheson.*—There would be a great deal of force in what your lordship says if the Erasmus Smith's Board, where the income has increased from some hundreds to several thousands a year, had gone on endowing Trinity College in proportion to the increase. But, having regard to change of time and the number of other Universities and Colleges that have sprung up, it would not be fair in regard to Erasmus Smith's intention that this narrow spirit should be applied to Trinity College, it having been the only University.

Erasmus Smith did not apply that narrow view to Trinity College.

477. Lord Justice FitzGibbon.—Do you contend that the Scheme ought not to allow any provision for University Exhibitions except at Trinity College?

Mr. *Matheson.*—I am not interested in that at all. The Scheme proposes to reserve to Trinity College what it has had hitherto as exhibitions.

478. Lord Justice FitzGibbon.—It does a great deal more. It reserves a considerable amount for University Exhibitions which may be placed in Trinity College or elsewhere.

Mr. *Matheson.*—I am not opposing that.

The *Vice-Chancellor.*—We are and we do.

479. Mr. Justice O'Brien.—My Lord Justice's observation leads to this; it is not taking it away. It is illegally appropriated and is returned to the children which it was intended to benefit originally.

Mr. *Matheson.*—There I join issue with your lordships. Take from start to finish of the educational work relating to Erasmus Smith's Schools, Trinity College was the object of his bounty.

480. Mr. Justice O'Brien.—Of his favour say.

Mr. *Matheson.*—Yes, favour is a better word; his favour or respect and as the funds increased: in the first document he gave no endowment to the College. In '61 there is a provision for one Professorship; in '69 there is another. In 1723, in the Act of Parliament, which is supposed to carry out his intention, there is an increased bounty to Trinity College. I say that as the rents of these estates increased so the expression of his favour towards Trinity College increased. I totally deny that the supplementary provision which Erasmus Smith has made for Trinity College, was any departure from his original intention. On the contrary it was a carrying out of the Act declaring the founder's intention in this matter, as the income had increased from hundreds to thousands and is now over £9,000 a year.

481. Mr. Justice O'Brien.—You are a little wrong about the figures.

Mr. *Matheson.*—There are charges on it. Well, suppose about £6,000 would represent it. Though, when he was dealing with Trinity College, he spoke of a rental of £300 a year, it is now £6,000, and all that the Erasmus Smith Governors have given to Trinity College is £211. Only £211 have they applied to Trinity College out of the increase. What you propose to take away in figures is the supplemental payments to the Professors. What I say is that it would be most unjust, even if you have the power, to take off this small sum of £211 a year, because it is apparent that is certainly not a departure from the testator's intentions, especially as the value of his estates has increased from £300 or £400 a year to £6,000 a year. He would not for one moment say that the increase of £211 a year on the original endowment was anything like a departure from his intentions, or that it was too big a sum to give Trinity College, having regard to the fact that other Colleges and Universities have since been established in this country which I dare say might be objects of his bounty too.

482. Monsignor Molloy.—When you speak of his bounty to Trinity College, during his lifetime, the bounty was that children of the tenants on his estates, who should be found fit for Trinity College, should have exhibitions there. The only case in which he provided directly for Trinity College was the Hebrew Lectureship. The exhibitions were provided for the poor children of his tenants primarily, and secondly, for other poor children educated in his Schools. Therefore, his primary object was not to benefit Trinity College, but to benefit the children of his tenants.

Mr. *Matheson.*—I thank you, sir, for that observation, for it enables me to say this, that in no way does the power which you possess to take away, interfere with what you regard as the primary intention. I am not interested as to how far that leads to over-ruling the intention to benefit those tenants' children. Then I say that the payment of this £211 a year to Trinity College did not interfere with that original intention, for you have only £753 a year altogether paid to Trinity College, including exhibitions and everything, and you have a fund of £5,300 a year left to be applied to his original intention of benefiting the children of his tenants. That is the ground on which I would appeal to you that this £211 does not interfere with carrying out his intentions with regard to his tenants. Those who framed this Act of Parliament provided for certain Professorships in Trinity College for the benefit of his tenants and to which he contemplated those tenants to go.

Oct. 22, 1892.

483. Monsignor Molloy.—He provided for one Hebrew Lectureship.

Mr. *Matheson.*—He did, and the Act of Parliament provided for others. It is not necessary to interfere with this £211 a year in order to carry out the founder's intention with respect to the benefit of his tenants. Suppose it came to a conflict between these professorships and the establishment of schools for his tenants, it might be a question then as to the fairness of whether you should not take this sum away; but that is not the position here. The question does not arise between me as representing Trinity College and the tenants. The great bulk of the funds have gone to establish other schools which it is alleged are not the class of schools intended by him for the children of his tenants. The only other observation I wish to make is with regard to our third objection, namely, that the Scheme proposes by the 13th clause to enable the Governors to divert even an endowment which the Scheme recognises as belonging to Trinity College from Trinity College itself.

484. Lord Justice FitzGibbon.—These are not compulsory provisions.

Mr. *Matheson.*—Look at number 2—about the Professors.

485. You may be right that it should be made clearer. If there is any ambiguity it is not meant that there should be.

Mr. *Matheson.*—"Shall be expended and applied by them for or towards the following purposes or so many of them."

486. Mr. Justice O'Brien.—Is that a lawyer's point or a popular point?

Mr. *Matheson.*—A lawyer's point.

Lord Justice FitzGibbon.—The Governors shall make the payments "in the same manner as if this Scheme had not passed."

The *Vice-Chancellor.*—It is better not to have a lawsuit about it.

487. Lord Justice FitzGibbon.—Certainly. I want to direct attention to the exhibition clause—16—as I understand it, it is intended to give the Governors a discretionary power to continue the supplements. I do not know whether you deny that the supplementing of those exhibitions is in the discretion of the Governors.

Mr. *Matheson.*—I understand these have been paid direct by the Governors and not passed through Trinity College.

The *Vice-Chancellor.*—Certainly.

488. Lord Justice FitzGibbon.—The Governors have supplemented a certain number of exhibitions for pupils of their own Schools, and these are awarded with other Trinity College Exhibitions, but there remain a number of the old exhibitions. The Scheme proposes that these should be awarded to poor scholars on examination. I want to know whether Trinity College objects to that?

489. Mr. Justice O'Brien.—Have you given a written statement of your objections?

Mr. *Matheson.*—Yes.

Mr. Justice O'Brien.—The objections made already will be considered.

Mr. *Matheson.*—Up to this I have followed

Oct. 22, 1892.

objections that have been lodged. Whatever it may be in the future Scheme, the Scheme, as at present framed, proposes to keep those exhibitions as they are at present.

Lord Justice FitzGibbon.—You want to keep what you have got.

Mr. *Matheson.*—Yes, and what the Commission may consider to have been the original intention of the founder.

Mr. *Jellett.*—My lords, I appear on behalf of the Governors of King's Hospital. They have lodged an objection, which is two-fold. In the first place, in relation to the Draft Scheme, no provision is made for the representation of King's Hospital; and in the next place they object that no provision is made that the Governors to be appointed by Erasmus Smith's Board as Governors of King's Hospital are to be members of the Church of Ireland. I do not think it will be necessary for me to go into that at any length. King's Hospital was founded in the reign of King Charles II. as an exclusively denominational institution, and it has ever since remained so down to the present time. The original Governors of King's Hospital under their Charter consisted of the Mayor, Sheriffs, and Aldermen of Dublin and their successors. At that time they were all Church of Ireland people. The matter then was dealt with by the Municipal Corporations' Act, and inasmuch as the Roman Catholics were admitted to become members of all corporations, the Statute provided that the Governing Body of King's Hospital should not continue, but that six of the gentlemen who at that time were Governors should remain and the vacancies, as has been done ever since, should be supplied by the Lord Archbishop of Dublin, the Lord Chancellor of Ireland, and the Bishop of Meath. The next Act is that of 1723, the Act of 10 Geo. 1, whereby an agreement was entered into between the Governors of Erasmus Smith's Schools and King's Hospital. It was an agreement by which the Governors of Erasmus Smith's Schools were empowered to place twenty free scholars in the Hospital paying a certain sum, and in order to ensure the representation of Erasmus Smith's Schools on the Board it was provided that there should be a reciprocal representation between these two Boards. The provision you will find on page 38 of the book containing the Charter. The same Section provided that the Governors added to the Board of Erasmus Smith, should be added to the Governors of the Hospital. I now come to the other Act, the Municipal Corporations Act, Section 114; the 13th is the section which altered the constitution of the Blue Coat School; 114 is the section which repeals a portion of the section of 10th Geo. 1, and regulates the representation. Your lordships there have the express statutory enactment that there shall be four Governors selected by the Governors of Erasmus Smith's School.

490. Lord Justice FitzGibbon.—I do not quite follow that. It is not our fault that we are not familiar with the Charter of the Blue Coat School, but we will not go into that. As a matter of fact are any of Erasmus Smith's Board elected by the Governors of the Blue Coat School—members of Erasmus Smith's Board representing the Blue Coat Hospital?

The Vice-Chancellor.—We have a double election, but Erasmus Smith's Governors have the election of both. We have a double duty now. We elect four of our Body to represent Erasmus Smith's Board on the Blue Coat Hospital, and by our election they become members of the other Board. Besides that we elect four of the Governors of the Blue Coat to be members of our Board.

491. Mr. Justice O'Brien.—Why do not they elect them?

The *Vice-Chancellor.*—I could not tell you, but the Act of Parliament distinctly authorizes it.

492. Lord Justice FitzGibbon. — Amongst the earliest matters which we had to settle was an application from the Blue Coat School for a Scheme, but it was withdrawn immediately afterwards. In every case, all over Ireland—Roman Catholic, Presbyterian, everybody, when exemption was claimed—we asked them to show us the ground on which they said the Act did not apply. The expression "claim of exemption" was perhaps inaccurate. What we asked them all was to give us such evidence as they thought might bear on the point, whether under Section 7 our Act did not apply. Of course if we were to decide that any given case came within our Act when it did not, that could not give us jurisdiction. We never pretended to do that—bind anybody by our own decision as to the extent of our power. But we always considered that we were bound, in the first instance, to ask the question, and to obtain the evidence. The Blue School was the only one which refused it. There was a long correspondence between the Governors and ourselves. It is only within the last month that they have undertaken to show the grounds of their exemption, and we have not yet had time to consider them.

493. Mr. Justice O'Brien.—Do you contend as a matter of law or as a matter of right? You must bear in mind that the section of the Act of Parliament under which we act is to "alter the constitution of any Governing Body."

Mr. *Jellett.*—You may have power to alter the constitution of a Governing Body, but you have no power to repeal an Act of Parliament.

494. Yes, we could alter the constitution of a Governing Body and repeal the Act of Parliament *pro tanto.*

Mr. *Jellett.*—The section I have referred to provides for the permanent and continued representation of the Governing Body.

495. Every Act of Parliament is supposed to say "for ever," but still they may be changed the following year.

Mr. *Jellett.*—This very agreement between the Blue Coat and Erasmus Smith's Board is proposed to be perpetuated. Then I say it must be perpetuated by the Act of Parliament which retains that government. That was enacted by 10 Geo. I. Your Scheme now proposes to enable the proposed Body to work with the Blue Coat School.

Dr. Traill.—What clause is that in the Scheme?

Mr. *Jellett.*—The 13th clause in relation to the application of the endowment. The Scheme, in the first place, recites this specific agreement between the two Bodies. I confine myself entirely to the Blue Coat Hospital. The Governors of Erasmus Smith's Schools have power to elect from their own Body four members to be members of the Board of the Blue Coat School. Under this Scheme the future Governing Body of Erasmus Smith's Endowment may consist of members of any denomination, and there is no possible way of ascertaining how the future Governing Body may be constituted with regard to religious denomination. Therefore it would open the Governing Body of Erasmus Smith's Schools and of the Blue Coat School to members of any denomination. That is the whole point. You will see, my lords, that if that was done, it alters the constitution of the Governing Body of an institution which is strictly denominational.

496. Lord Justice FitzGibbon.—I suppose you hardly contend that you could compel the Blue Coat Governors to send you any pupils.

Dr. Traill.—It is a very great disadvantage to the institution to expect a Catholic body will be represented on the Board.

Mr. *Jellett.*—That is the objection in a few words.

497. Lord Justice FitzGibbon.—Before Mr. Wright replies, we have to look after the objections that have been sent in by parties who have not been represented here. I have had a letter from Mr. Ruxton about the Ardee case. The objectors appear to be under the impression that the endowment attached to their school is derived from Erasmus

Smith. The facts before us tend to a contrary conclusion, that the endowment is a rentcharge granted by the former Corporation of Ardee, but it never was Erasmus Smith's property.

Dr. TRAILL.—But they supplement it.

The *Vice-Chancellor.*—It is a rentcharge derived from the Town Commissioners.

498. Lord Justice FITZGIBBON.—The endowment not being derived from Erasmus Smith, does not come within the present discussion ; and, therefore, the objections are in no way prejudiced. The other objections relate to specific schools and to vested interests, and we will consider them in due course.

499. Dr. TRAILL.—Why doesn't Mr. Hamilton appear on behalf of the Presbyterians of Dublin? I wanted to ask him a question.

Mr. *Brown,* B.L.—He is not in the same interest as the Intermediate Committee.

500. Dr. TRAILL.—The statements that we ought to pay Magee College a sum equal to that received by the University of Dublin—I wanted to ask him about that.

Mr. *Brown.*—He was here.

Rev. *D. Humphrys.*—Might I ask your indulgence for a very few minutes? The matter is quite short, and I will dispose of it in two minutes. The endowments that are given to Trinity College, and to the Blue Coat School, cannot be availed of by the Catholic tenants,—and the tenants are nearly all Catholics. I say that most of these endowments should be taken from Trinity College and the Blue Coat Hospital. The Act of 1723, under which these endowments were established, is a permissive Act, and not a mandatory Act. It says—"it shall be lawful for the Governors to give so and so." The word is not "shall give." Most of the argument used by the Counsel for Trinity College, referred to the exercise of that Act by the Governors. Again, I meet the point raised by the Lord Justice about the abolition of the English Schools. The argument I refer to is the argument of Mr. Justice O'Brien, that the Governors having discontinued some of the English Schools without a new Act of Parliament, the Act under which they founded those Schools could not have been mandatory. Lord Justice Fitz-Gibbon objected, that in founding those English Schools the Governors had made special provision for withdrawing the grants. I meet that by saying that no such special provision existed with respect to the Ennis School, but they have withdrawn the Ennis School. Therefore they have shown by their conduct that the Act was permissive, and not mandatory. Again, as to the Exhibitions, it is conceded that the sums added to the Statutory Exhibitions, come under the jurisdiction of this Commission. There are Statutory Exhibitions of £8 each, sums have been added to some of these to make them larger. I understand that you held that those added sums come under your jurisdiction.

501. Mr. Justice O'BRIEN.—That is in the Scheme, but there is and was a great conflict of opinion on that question.

Rev. *D. Humphrys.*—I think I might go further and say that the Statutory Exhibitions themselves come under your jurisdiction for this reason. Some of them have been increased and, with the increases, have been treated by the Governors as under their control. The Governors thereby showed that they had control, not only over the sums added, but also over the original £8 Statutory Exhibitions. I say that shows that their jurisdiction extends to all the Exhibitions. Again, with regard to the Lectureships, in the Act of Parliament under which they were established it is said that they shall continue for such time only as the Governors shall limit and appoint. That shows that the Governors retained to themselves power over those Lectureships. Therefore they come under this jurisdiction, it being co-extensive with theirs.

502. Dr. TRAILL.—Do you think it should be exercised by taking them away from Trinity College?

Rev. *D. Humphrys.*—I do, for this reason, that they were left to the tenants on the estate and their children, and as nearly all of them are Catholics, and won't go to Trinity College, those Exhibitions should be taken from Trinity College, and given to them as their birthright. And as to the Blue Coat Hospital, for the same reason, the Governors having given money to that institution, and having the power of withdrawing it, the money should be withdrawn, because the Catholic children won't go there. Again, as to the difficulty about the four Governors of Erasmus Smith's Schools, who might be Governors of the Blue Coat Hospital, that can be met by relieving the Blue Coat Hospital Governors of any authority over the Erasmus Smith Endowments. There is no reason why they should ever have got that authority, and it is within the range of your Commission to withdraw it altogether from them. I would then submit that all the Blue Coat Hospital grant should be withdrawn; and that nothing should be left to Trinity College except the Lectureships, the Professorship in Hebrew and the Fellowships. Another point on which the Lord Justice has touched is of great importance and I wish to refer to it briefly. It is, that at the time of Erasmus Smith there was little or no difference between the Presbyterians and the Episcopalian Protestants. Now I contend that history tells us that there was the greatest difference because the Presbyterians of England and Scotland offered to retain King Charles the First if he would abolish Episcopacy, and take the Covenant, he refused to do that, and lost his Crown and his head.

503. Mr. Justice O'BRIEN.—The Presbyterians were then Royalists in Ireland for the most part.

Rev. *D. Humphrys.*—One other point. I am afraid that if I were to ask the Vice-Chancellor for the names of the pupils attending at Harcourt Street School, and how many of them are free pupils he would not tell me.

The *Vice-Chancellor.*—Indeed I will, if you like.

504. Lord Justice FITZGIBBON.—We have it. The total number of pupils is, in round numbers, 300 ; and the number of free pupils has been for a long time twenty. They are elected.

Rev. *D. Humphrys.*—As to another matter of fact. I said yesterday that there were only twenty boarders in Tipperary School. Mr. Carson said that only fifteen out of that School went in for the Intermediate Examinations. That would go to show that there is a spring tide in Harcourt Street, whilst there is low water in Tipperary.

505. Dr. TRAILL.—As to the transfer of the school boys from Ennis to Tipperary, I asked Mr. Gray, the Inspector, for the name of every single boy, and got them, and not one boy went from one of those places to the other. There was no transfer of boys from Ennis to Tipperary at all.

Rev. *D. Humphrys.*—I say that they were increased in the other three Schools of Tipperary, Galway, and Drogheda.

506. Dr. TRAILL.—You said yesterday that when the School went down at Ennis, the School suddenly went up fifteen at Tipperary, and that if it was not done directly it could be done by the Governors through the post. I asked you for your authority for that, and told you at the time that I was in a position, from my own knowledge, absolutely to contradict your statement, and I do so again now.

Lord Justice FITZGIBBON.—I will only observe that this discussion does not come out of the two minutes, and we must now call on Mr. Wright.

Mr. *Wright,* Q.C.—I shall now address the Court as briefly in reply as I can ; but having regard to the fact that this has been a very long and protracted inquiry, and I may state also, a very exhaustive and patient one, and having regard also to the number of documents that have been referred to, and the variety of

Oct. 22, 1892.

interests and all that, I fear that even at this late stage of the evening I must occupy the Court for some time. I cannot express the position that the Governors, whom I appear for, take, better than it is expressed in a document which I shall read for you, using its language as if it were my own. I read from the protest of the Standing Committee of the General Synod of the Protestant Church of Ireland, printed at page 2 of the Appendix :—

"We protest against the alienation of this endowment to any other objects and uses than those for which it was intended by the founder as recognised in the Charter of Charles the 2nd, and the subsequent Acts of Parliament, under which they have been administered from the date at which these schools were founded down to the present day."

The great question—apart from the minor questions which have been argued before you for the last three or four days—has been this : has a particular religious character been impressed on these Schools by the founder, and has that character been maintained down to the present day in accordance with and carrying out the intentions of the founder ? There are two sets of objectors to that—one is the Presbyterians—or I should rather say there are two bodies, the Presbyterian and the Methodist bodies, the Presbyterians being represented by Mr. Dodd and Mr. Brown, and the Methodists being represented by a very able gentleman, Dr. Nicholas, who stated his views very shortly, clearly, and ably ; and there is the Catholic body who have been represented by the Rev. Mr. Humphreys. I cannot help, as a counsel of a good many years practice, being struck by this, that on the original hearing before the Commissioners, the claims of the Catholic body were put forward by two counsel—a senior and a junior. It strikes me as somewhat curious, that in a matter involving such important issues as this, not merely as regards the amount of money involved—£6,000 a year—though that is a small matter comparatively, but of such importance as regards the principles involved, the Catholic Body have not thought fit to employ counsel or solicitor to put forward legally their views.

Mr. Justice O'Brien.—You are wrong in that.

Mr. *Wright*.—I am entitled to make the observation.

Mr. Justice O'Brien.—I think you are not. It is not a matter of the least consideration, in my opinion, that gentlemen of the Bar are not here. I would form the same conclusion whether they are here or not.

Mr. *Wright*.—I have made the remark, and I don't withdraw it.

Mr. Justice O'Brien.—It is not a legal one, and it is not a reasonable one. If it suggests any want of zeal on the part of those for whom Mr. Humphreys appears——

Mr. *Wright*.—He appears for a particular locality —his parish is somewhere in Tipperary. I suggest this, as the fair inference from the absence of persons of legal training to argue the questions of law and evidence before them, that the matter having been debated and discussed, and documents that they had not access to before having been submitted to them, the Catholic Body, as a body and a community, were satisfied that they had no claims.

507. Mr. Justice O'Brien.—Your observation, in my opinion, is entirely irregular and unreasonable, and has no application at all. This Scheme is prepared on the results of the evidence, and must be taken as it stands and on its merits.

Mr. *Wright*.—It is a Draft Scheme—that is all it is at present—and that body, as I have said, don't come forward by counsel or solicitor to argue the advantage that the Scheme proposes.

508. You might make the self-same observation as regards Mr. Nicholas.

Mr. *Wright*.—The Methodist Body at the first hearing were not represented by counsel, and they afterwards adopted the position of the Presbyterians. They are numerically small compared with the great Catholic population of Ireland—great, I mean, in numbers. To pass from that, I submit to this Court that a distinctly Protestant character has been given to this Charity and funds from the very beginning, and has been preserved down to the present day. The Methodist Body, by the Rev Mr. Nicholas, put forward their claims to-day, and they say that it is distinctly a Protestant Foundation and Endowment, and that Erasmus Smith was an enthusiastic Protestant. The Presbyterian Body, by Mr. Dodd, have not taken up exactly as strong a position as that. Mr. Dodd, would not, as far as I could understand from what occurred last evening and this morning, pin himself to this—that he demanded this Endowment for Protestants and Presbyterians only ; but the Rev. Todd Martin, the Convener of the Committee, by a document of the 9th of September in the present year, puts forward the following principles as the basis for an Amended Scheme :—

"The Endowment is an educational foundation having a distinct and declared religious aim, and the intentions of the founder, having regard to the religious character of the instruction, should be respected by the reading of the Scriptures, prayer, and the teaching of the doctrines contained in the Westminster Catechism and that of Archbishop Ussher in all the Schools admitted to the benefit of the foundation, and the administration of the funds should be committed to a Board of Governors in sympathy with the religion of the Founder, and on this Board the members of the Presbyterian Church, being the Body most completely in accord with the doctrines of Erasmus Smith, should have their due place."

That was a minute throwing over Mr. Dodd's expression of the views of the Presbyterian body, that Presbyterians and Presbyterians only should be represented on the Board.

509. Mr. Justice O'Brien.—Mr. Dodd expressed the same views.

Mr. *Wright*.—The Rev. Mr. Humphreys, on behalf of the Catholics, contended that this fund ought to be given to found Intermediate Schools, to be governed by a mixed body, and that the funds should be applied for the purpose of Intermediate Education. The whole argument of the Catholic body, from beginning to end, with which I shall deal first, for we submit that they have no claim whatever, and never had, and cannot have it now, to this fund—their whole claim as far as I understood, from the very clear argument of Mr. Carson, and the very clear argument, as far as I was able to hear it, of the Rev. Mr. Humphreys, was that education was the object of Erasmus Smith —the education of the tenants' children on the estates, and of the children of the poor people living within two miles of the place, and that religion was a secondary object altogether in his mind. We are now, at the end of two hundred years, inquiring into the mind of Erasmus Smith and his intentions. We can only tell these by what he did and what he wrote. The Catholics, by their counsel and by the Rev. Mr. Humphreys, never go beyond the Deed of 1657. They always confine themselves to the Deed of 1657, contending that by that conveyance the tenants' children and the poor children within that short radius or distance from the Schools were the objects of his bounty, and that what he wanted to give them was free education ; and the argument of their counsel and others is, that the foundation has been diverted to a different use. I respectively submit to the court that it is perfectly plain from the beginning to the end of the matter, and from every document in the case, that what was in the mind of Erasmus Smith was religion —the propagation of the Protestant religion. That appears by the Deed of 1657. But it is right to remember the subsequent Letters Patent of 1667 and the Charter of 1669. The conveyance of 1657 was never acted on. Seven years was the time within which the Letters Patent were to be applied for. If those

Letters Patent were not got the lands would revert, under a clause of the Deed of 1657, to Erasmus Smith. That Deed never was acted on, as far as there is any evidence now in existence to show. Accordingly in 1664, those lands would have reverted to him. He was an absolutely free giver. It is said that he acted under the compulsion of the legislature, or the state at that time. But he was an absolutely free agent to do what he wished with his lands or any other property that he had. And this is noticeable that in the Patents and the Charter no reference is made to the conveyance of 1657 : and what I submit is,—and I think I can prove it by the documents to which I shall call the attention of the Court—that the Charter of 1669, was a new departure and was looked on by Erasmus Smith as expressing his ultimate and final intentions without any reference to the original Deed of conveyance of 1657. This is going rather into the second branch of the case, as between the Protestants of the Church of Ireland and the Presbyterians : but what I submit to the court is, that the primary object of the Deed of 1657 was religion. Erasmus Smith was an adventurer who trafficked in Irish land, and, I suppose, got debentures on Irish land, which were satisfied by giving him grants in Ireland. The year 1657 was not long after the rising of 1641, which, rightly or wrongly, in those days was looked on, and by some historians has been said to be the work of the Papists—Froude says it was : Prendergast says the contrary—but at all events it was then looked on as the work of the Papists. What was in Erasmus Smith's mind was to guard against the recurrence of that, or anything of the kind. As the Rev. Mr. Nicholas has well said, the moral state of Ireland at that time was bad. Erasmus Smith wanted to guard against that : and what was in his mind was this, that the cure for the evil was to propagate Protestantism. And what he intended to do, but did not do under the Deed of 1657, was to set up schools to which the children were to come ; and whatever they came in as—Protestants, Papists, or anything you like—whatever they called themselves, when they came in, his intention was that they should conform to and be taught the Protestant religion, and leave the Schools Protestants. You will observe that by the very Deed of 1657, on which so much reliance is placed by everyone, all that is done is to devote to the founding and maintenance of these Schools a sum of £300 a year, a sum which the revenues of the lands during Erasmus Smith's lifetime entirely exceeded. And also when the Scholars were there they were to be taught the Catechism published and set forth by the Assembly of Divines ; and the Masters were every Lord's day to catechise them or some one of them in the presence of the rest, and expound to them the Catechism or some part thereof, as well for the benefit of the scholars as for the instruction of all others who desired to be present, in the Schoolhouses or in the Church. That what these children were to be taught was the Protestant faith, and that they were to be taught it in the Schools, and that they were to be taken to the Protestant Church is perfectly plain, under the Deed of conveyance of 1657. As I have stated, that Deed was not acted on. The vital document, as I shall proceed to show you, is the Charter of 1669. It is said that Erasmus Smith was not then a free agent ; that he was in difficulty about his lands. In 1662 the Act of Uniformity passed. In 1667 he got the Letters Patent ; and in 1669 what is called the Charter of Erasmus Smith's Schools was obtained. That Charter was granted to Erasmus Smith on his own petition. All the Governors named in that Charter were members of the then Church of Ireland. It is said—and this as I understand, is the main argument of the Rev. Mr. Humphreys—that the main object of the founder was to provide free educational advantages for the tenants' children and the poor children of the estates. Let me call your attention to this. A sum of £300, and no more than £300, was to be expended for that purpose ; and whenever the income of the lands exceeded that sum it was to be applied in certain ways which are set out in that Charter. Whenever it fell under that sum the expenses of the Schools were to be cut down in a certain way. But the expenses of the education of which the poor children and the tenants' children were to have the advantage, were never in any event to exceed £300. It is said that the object was to provide free education for the children. What more is done by the Charter than to give this particular class certain preferences over the others, namely, that they were to get the education free instead of paying for it ; but they were to get it on one condition—as appears in the Deed of 1657, the Charter of 1669, the letter of 1682, and the rules of Erasmus Smith—the one indispensable condition of conforming to the Protestant faith. That is certain. Now it is said that we are to judge of the objects that Erasmus Smith had in his mind, and whether he had two ; and, if he had two, which was the predominant one in his mind. Any number of children might be admitted into the Schools ; and the tenants' children were to have a preference if they conformed. Poor children to the number of twenty were to have the same advantage. These children were to be taught by Protestant Masters ; and the Protestant Masters were to subscribe to the Thirty-nine Articles of the Established Church of England and Ireland, and they were to take the Oath of Supremacy and acknowledge that the King was the head of the Church. They were to be approved of by the Bishops and Archbishops of the respective dioceses, and they were to teach the children the Catechism of Archbishop Ussher, the Primate of the Protestant Established Church. Erasmus Smith takes this grant : and I don't know that this Court has any authority, either in law or in fact, to presume that, in taking a grant for which he applied, he wasn't a free agent, and was taking something that he was unwilling to get, or that was repugnant to him. He was made Visitor of the Schools, in his lifetime ; and on his death, the Governors who were appointed by himself to succeed him, took power to make any rules that were "not repugnant to any of the ecclesiastical canons and constitutions of the Church of Ireland that should then be in force." So that Protestant Masters were to teach the boys—they were to teach them the Protestant Catechism—the Masters themselves were to be approved of by the Protestant Archbishop and Bishops—the Governors, when Erasmus Smith was dead and gone, were to make rules, but in no particular were these rules to infringe on the ecclesiastical canons and constitutions of the Church of Ireland. And when the pupils left the Schools what was to become of them? They were to be apprenticed to Protestant Masters and to be sent to the Great Protestant University of Ireland—Trinity College. One of the first things we find is, that in 1681 or 1682, when some Master had left a school, and was to be replaced, Erasmus Smith writes to the Provost and Fellows of Trinity College to send him down a Scholar. Accordingly, at that date—and these are facts that there is no gainsaying—as no one could be admitted to the University of Dublin who was not a member of the Church of Ireland as then established, they were to be taught by a man sent down from Trinity College, who was a member of the Church of Ireland—they were to be taught according to the rules of the Church of Ireland and in the Catechism of a member of the Church of Ireland—and when they left school they were to be sent out to Protestant Masters, and any that were fit for the higher education, were to be sent up to Trinity College, Dublin, which they could only enter if they were members of the Church of Ireland. One matter that I think has not been sufficiently attended to is this—the intimate connection, as appears in all these documents, between what Erasmus Smith was doing in founding these Schools, and Trinity College, Dublin.

Oct. 22, 1892.

I respectfully submit that Erasmus Smith's object was to propagate the Protestant Religion by founding Grammar Schools which would give a higher education that would enable boys to go up to "T. C. D." You will find, all through the Deed of Conveyance of 1657, the boys, if they are fitted for Trinity College, are to get these exhibitions of £10 a year for four years. The Charter of 1669 says :—

"To the end, the good and pious intentions of the Founder may, in all things, be preserved as much as is possible, we have also thought fit at the humble petition of the said Erasmus Smith to signify and declare further that we do well approve of these rules, orders, and constitutions following, viz. :"—

The Charter then goes on to say that the Masters are to attend exclusively to the Schools, and that the twenty poor children, living within the two English miles, are to be taught free, and that the tenants' children are to be taught free, and that the Masters of the Free Schools shall teach—

"All such children as shall be found capable thereof to read and write and cast accounts and shall instruct them in the Greek, Latin, and Hebrew tongues, and fit them for the University if they, their friends, or parents shall so desire"

Now I ask the Court to consider this. That University was closed to Roman Catholics at that time—was closed to Dissenters at that time. What is the meaning of saying that the ultimate object of the School is this, that the Master is to teach such as are susceptible of higher education the Greek, Latin, and Hebrew tongues, and to send them up to a University the portals of which would only be open to them if they were members of the Established Church? What is the meaning of that? Does it mean that these were Protestant Schools of the Established Church or does it not? Does it not mean the same as that to which I am working down, the letter of Erasmus Smith of 1682, in which he declares under his own hand, what this Court has been speculating about, namely his intentions? I have stated that only £300 is by the Charter dedicated to what I may call the poorer class of Schools for the tenants' children and the twenty poor children living within two miles of the School. That is certain, as appears from pages 14 and 21 of the book of the Statute. The Charter, at page 14, provides what is to be done if the rents exceed a certain annual amount. At page 21 the Charter provides what is to be done in case the rents fall below a certain amount. At page 14 the Charter says that in case the rents should come to a greater yearly value than formerly—without specifying what the yearly value is, but I take it at the sum of £300—the increase was to be employed in maintaining—

"More and other scholars to be placed in the said Schools, or to the further augmentation of the allowances of those persons that, for the time being, shall be in the said Schools, according to the true intent and meaning of these presents, and as far as may consist with such further declaration touching the employment of the surplusage as is hereinafter mentioned."

During his lifetime the two events happened. The Rev. Mr. Humphreys said that these Schools don't serve the purpose for which they were intended, namely, the education of the poor tenants' children, because he says, the Catholics won't send their children to them. You will see in a moment that when one of these events happened in Erasmus Smith's lifetime he was in no way deterred by it: and it is perfectly plain from his own act that the education of the Catholic children was not the dominant object in his mind. The conversion of them into Protestants was—the keeping of such of them as were Protestants, Protestants, and the making of such of them Protestants as were not Protestants, if they came to the Schools. Education was only the means to that end, but the end was the propagation of the Protestant faith. The other event that happened in his lifetime was, that the income of the Schools, which was about £300 a year in 1657, undoubtedly exceeded that amount. And power is given by the Charter to Erasmus Smith to appoint the residue of the revenues over £300 a year in a certain way. Again the Protestant character and Protestant end and object of the institution are plain from what is provided at page 22 of the Charter. He was a free agent at the time, and he took power to appoint the residue of the rents and profits over £300 a year in a certain way, viz. :—

"One full moiety for the binding out of poor children to be apprentices to and under such Protestant Masters as the said Governors or any seven or more of them, whereof the treasurer, for the time being, to be always one, shall think fit, . . . and the other moiety of the revenues, as well during the leases, as after the expiration thereof, shall be applied to such other charitable uses as the said Erasmus Smith, by any deed in writing, or by his last will shall appoint."

Therefore the power that Erasmus Smith took is to dispose of what was over the £300 a year.

510. Monsignor MOLLOY.—You have passed over one clause—"That the children of the tenants of the said Erasmus Smith be preferred before the others."

Mr. *Wright*.—I am quite aware of it.

511. Dr. TRAILL.—That was, that they were to go under Protestant Masters.

Mr. *Wright*.—"That the children of the tenants of the said Erasmus Smith be preferred before the others"—that is, in respect of binding them to Protestant Masters. I will satisfy the Court in a moment that that privilege was never availed of. But the children were not specially provided for at all. They were to get one advantage on a condition that they would never accept, namely, the swallowing of Protestantism. I am sure that the Father Humphrys of that time told them that they would peril their immortal souls if they went to the Schools.

Rev. *D. Humphrys*.—Yes.

Mr. *Wright*.—And would to-day. Ireland hasn't changed. There is the same unwillingness to swallow Protestantism. There was as much bigotry then as there is now.

Rev. *D. Humphrys*.—The Catholic faith hasn't changed.

Mr. *Wright*.—The Catholic children never went to the Schools; and with the knowledge of that, he, the petitioner to King Charles the Second, took power to devote one moiety of the surplus to binding them to Protestant Masters. I found an argument on that, and it is this—I say that Protestantism was the one dominant object of his mind. He could control their religion while they were at school by getting them under Protestant Masters, and making them learn the Church Catechism, and making them go to the Protestant Church. He wished to retain control over them after they left the Schools, and he kept that power to himself by providing that they should be apprenticed, after they went out into the world, to Protestant Masters. If they took the higher education they were to go to Trinity College; and they were to get Exhibitions there, but they could only get them if they were Protestants and members of the Established Church. Can anything more clearly show that the dominant idea in the man's mind was religion, and that education was only a means to that. The "other moiety" of the surplus, rents and profits, he takes power to apply to such charitable uses as he should by deed or will appoint. I think it was Mr. Dodd who asked yesterday whether Erasmus Smith ever tried if that provision was effectual in law or not. I don't know; nor is it material, for the evidence of his intentions is the same. He tried to carry that out by the Deed of the 20th July, 1680, whereby he appointed the remaining moiety of the surplus of the rents and profits over this £300 a year to Christ's Hospital, London.

Was Protestantism still the dominant feeling in his mind? What occurs in that Deed?—

"Also that the Governors"—that is, the Governors of Christ's Hospital—"do yearly and every year, settle such allowance as may encourage a grave and learned and orthodox divine to teach the children harboured in the Hospital, by expounding to them on three days of the week, namely, Sunday, Thursday, and Saturday, publicly in the Great Hall of the Hospital one of the Catechisms hereinafter mentioned, viz., Archbishop Ussher's, Dr. Ball's, Perkins', or the Catechism set forth by the Assembly of Divines, together with the Catechism allowed by the Church of England."

That is—on the second branch of my argument—the teaching of the Church of England Catechism was compulsory, but the Governors had the power of selecting one of the four others.

512. Mr. Justice O'Brien.—The words "together with," I think, are mere words of enumeration, taking into account what he himself afterwards says; because he says that a "variety of Catechisms interferes with a person's religion." Therefore, he intended that they might take their choice of any of them.

Mr. *Wright.*—Why did he say "together with" instead of "or"?

Monsignor Molloy.—It strikes me that his view was, that as they would be compelled to learn the Catechism of the Church of England, he wished that they should also learn one of the others, as a sort of corrective.

513. Lord Justice FitzGibbon.—The material question is, whether, and how far the provision shows any desire to recognise the Established Church. It occurs to me that there is a great deal to be said in either view against exclusiveness. If the construction is, that amongst the Catechisms which may be used, the Catechism of the Church of Ireland is but one, that gives four others as alternatives. But if it means that whenever they used the Church Catechism they were to use another along with it, that rather amounts to saying—"you are not to use the Church Catechism undiluted." According to one construction you may take your choice between the Catechisms, according to the other you must not use the Church Catechism by itself.

Mr. *Wright.*—It means that they must be taught tha Church Catechism in any event.

514. Lord Justice FitzGibbon.—If you put that construction on it, they never must have the Church Catechism alone, and with it may teach the Westminster Catechism or any one of the others.

Mr. *Wright.*—They must be taught the Church Catechism.

515. Monsignor Molloy.—And another along with it.

Mr. *Wright.*—No.

516. Monsignor Molloy.—"Together with."

Mr. *Wright.*—But the truth is, that there was no conflict, at all events, between Archbishop Ussher's Catechism and the Church Catechism. As to the other two, I know nothing.

Mr. *Brown.*—Dr. Ball was a Nonconformist.

Mr. *Wright.*—I have to call the attention of the Court to a correspondence that occurred between Erasmus Smith and the Governors, in reference to the Deed of Appointment of his, which, I say, taken with all the other documents, shows that the dominant motive in his mind was the maintenance and spread of the Protestant religion.

517. Lord Justice FitzGibbon.—I have been looking over the Minutes, and I find that during the period of trouble a large amount of arrears accrued. The Exhibitions fell into arrear. But the Governors always had some well-to-do tenants whom they made to pay up. The rental is set out in a Minute of July 15, 1693, when the troubles were over. The total rental then was £657 17*s.* 8*d.* a year: and the payments are set out at £589, so that from a very early date there was a surplus.

Mr. *Wright.*—I was about to call your attention to the letter of Erasmus Smith, of the 6th August, 1681. It is a letter written by Erasmus Smith, in answer to a letter of the Governors, that being a letter in reference to this very Deed of the 21st July, 1680, whereby he appointed half the surplus rents to Christ's Hospital. The Governors wrote saying that they had taken the opinion of the Solicitor-General, and that the appointment was bad. Oct. 22, 1892.

518. Mr. Justice O'Brien.—And that they disputed his power to do it. He took the English opinion. He did not care much for the Irish lawyers, but their opinion was ultimately acquiesced in.

Mr. *Wright.*—For my purpose it is immaterial who was right, or whether the Deed was good or not. Good or bad, it is evidence of his intentions. The importance I attach to this letter is as to Erasmus Smith's standpoint then. He was advised by his counsel that the conveyance of 1657 was the same as if it had never existed—that it was gone—and that the final record of his intentions was the Charter of 1669. He says in his letter that the Letters Patent declared the particular trusts and uses confirmed and discharged of all demands other than what are in the Letters Patent. The contention of Father Humphreys and Mr. Carson was, I won't say entirely, but almost entirely founded on the Deed of Conveyance of 1657, on which nothing had been done; and that such prominence is given in it to the tenants' children and the other poor children that they were the main objects of his bounty, and that he was to give them free education. His position in the letter is—I have nothing to do with the Deed of Conveyance. It is dead and gone and abortive. What I am concerned with is the Charter. The Letters Patent being an explanatory act are confirmed, and discharged of all demands, other than what are reserved in the same Letters Patent. The Governors had written to him to say that they did not see the use of his applying this moiety of the surplus rents and profits, saying that there was no surplus. Erasmus Smith writes back to say that there is a surplusage of revenue beyond what the Charter and the Letters Patent provide as is evident by the rent roll and the accounts transmitted. At that time the £300 a year had been exceeded and—as Lord Justice FitzGibbon read out—the income was about double that.

519. Lord Justice FitzGibbon.—The amount of the arrears at November, 1688—which were referable a good deal to the troubles of the time—was £355 odd, and the rental then was about £600. There was not much difference between the rentals of 1688 and 1693.

Mr. *Wright.*—I wish to call the attention of the Court to a couple of documents—I dare say they have been under the notice of the Court—to bear out this. The Catholic children never used these schools, and that was a fact known to Erasmus Smith. Your lordships will find in the minutes of evidence taken by the present Commission, the following:—

"That the Schoolmaster in Galway be written to that he do not refuse the School to the children of the founder's tenants, though the children be Papists, provided they conform to the rules of the School."

It is plain that the Schoolmaster, who had been probably sent down from Trinity College, was not letting in any Papist boys at all, and that he was told to let them in provided they accepted Protestant teaching.

520. Mr. Justice O'Brien.—"So that they conform to the rules."

Mr. *Wright.*—"So that they conform to the rules of the said School." In or about the same time—1680—in the next page of the report, page 298 of the same volume, the following minute is set out:—

"We have also inquired into the state and condition of the Schools at Drogheda and Galway, and have found that, notwithstanding there are Schools settled, very few children are taught there, by reason of other Schools

Oct. 22, 1892.

being permitted in those parts, and those of the Popish religion, will not suffer their children to be educated in those Schools, nor by the Schoolmasters, which same is a discouragement to them, and will in a great measure render the charity of the donor, and the cost of maintaining the Schools ineffectual, if not prevented. We, therefore, propose that some effectual way be taken to the end that none be permitted to teach grammar in or near the towns of Drogheda or Galway but what is taught in those Schools, without which the object of your Schools will be frustrated."

521. Monsignor MOLLOY.—These were the "suckers that starved the tree."

Mr. *Wright.*—Undoubtedly. In Erasmus Smith's time the tenants never sent their children to his Schools. That was a fact that was well known to him.

522. Monsignor MOLLOY.—They founded schools of their own.

Mr. *Wright.*—Yet their cry now, two hundred years afterwards, when the same state of things is continuing, though they never used the Schools, and though Father Humphreys says he will never let a scholar into them to be under a Protestant master——

Rev. *D. Humphrys.*—I don't say that altogether.

Mr. *Wright.*—Their cry is that all is to be changed now, though the same state of things is existing now that existed then. I come on now to the suckers. I have brought you to 1680. It is plain that then the Roman Catholic children would not go to the Schools—the Governors reported, as appears by their Minute, that very few would attend them.

523. Lord Justice FITZGIBBON.—The Minute is rather a curious commentary on the argument that no other Schools were by law permitted to exist at that time.

Mr. *Wright.*—They existed although they were not allowed by law—plenty of them. I come now to the letter of Erasmus Smith, dated the 6th of June, 1682. The entries that I have read prove that the Catholic boys would not go to the Schools and that the attendances at them were consequently very small. Two courses were open to Erasmus Smith,—either to let them in and relax the rules as to religious,—that is Protestant—training, or to keep them out and enforce those rules. What does he say in the letter?

524. Mr. Justice O'BRIEN.—I should say to keep them in and enforce the rule; to stop the suckers, bring them back and enforce the rule.

Mr. *Wright.*—That's one way. The letter says—"If parents exclude their children because prayers are commanded I cannot help it, for to remove that bar is to make them seminaries of Popery." These are the words of a man of whom it is said that Protestantism was not the dominant feature in his mind. And therefore the letter went on—"I beseech you to command him that shall be presented and approved by your honours to observe them who decline those duties and to expel them."

Rev. *D. Humphrys.*—They were not there to be expelled.

Mr. *Wright.*—Erasmus Smith says in effect—I know the attendance at the School is small because the Roman Catholic children won't come; I won't relax my rule; if they come they must conform, if they don't they must be put out. Every document that is in existence and that has been stated in the case is a document penned by a man who, as the Rev. Mr. Nicholas well said, was an enthusiastic Protestant, and who wanted to enforce and maintain, and as he said himself, propagate that religion. What are the rules that Erasmus Smith laid down to be enforced? Are they rules for education or rules for religion? I would suggest that his idea was to catch them young, and make them Protestants. If they swallowed Protestantism—it might have been unpalatable but it would have been very wholesome for them—they were to get the education gratis. If they did not choose to swallow this unpalatable but wholesome medicine they would not get the education; and if they came in and did not conform, they would be turned out. But what are these Rules? "Laws and directions given by Erasmus Smith under his hand and seal for the better government of the Public Schools lately founded by him." These are the Rules to which, by that Minute, the date of which I cannot give you, the children were directed to conform—"Though their children be Papists admit them so that they conform to the rules of the school." The Rules, after stating that the Schools are founded as Free Grammar Schools for the benefit of the children of the tenants of the Corporation, and of the inhabitants residing in and about the towns where the Schools were situated, and of the twenty children resident within two miles, go on to say that the children are to be instructed in Latin, Greek, and Hebrew, according to their respective capacities; that they are to be fitted for the University, if their parents and friends desire it; and that others of them are to be taught to write and cipher so that they might be fit for trades and other employments. There is a further encouragement in the Rules for the poor children in the shape of clothing while they remain in the School, and pensions are provided for those that go to the University; provision is also made for those that go out as apprentices; but it is only to be got by those who are bound to Protestant Masters. None are to be admitted to be Schoolmasters but such as are of the Protestant religion. The Master is to read a chapter out of the Canonical Scriptures; and he is to pray with them at night. He then says that the weakness of children is such that many varieties of catechisms confound their understandings; and he directs that the Masters are to catechise them in the Lord Primate's Catechism. The Ushers may teach the children of the tenants to read and write and cast accounts, as many of them as the Master shall judge will not prejudice their attendance at the Grammar School. Every scholar is to be careful to give due respect by uncovering his head to all persons, especially the Governors of the School, the Magistrates and Ministers of the place, and the Master and Ushers of the School. They are to be taught by Protestant Masters—they are to be taught the Protestant Catechism—the Master is to pray with them at night—they are to pay proper respect to the Ministers of the place—and when they leave they are to be apprenticed to Protestant Masters, and to go to Trinity College, Dublin. Is that a Protestant training, or is it not? In this famous letter of the 6th June, 1682, Erasmus Smith in the early part of it says:—

"I humbly request that it may be commanded to the Provost and Fellows of Trinity College, Dublin, to present to your Honours a fit and qualified person in the room of the late Master of Drogheda School."

To sum up—in this document, which is probably the most important in the case, Erasmus Smith leaves no doubt whatever about his intentions. It expresses them as shortly, and precisely, and strongly as language could:—

"My end in founding the three Schools was to propagate the Protestant Faith according to the Scriptures, avoiding all superstition, as the Charter and the Bye-Laws and the Rules establish and direct:"

The Rev. Mr. Nicholas has well stated the meaning of the word "superstition" as it was then used. This Commission is speculating on what Erasmus Smith's object or end was. His end was, as declared by himself, to propagate the Protestant faith according to the Scriptures, avoiding all superstition, as his rules directed. The Schools were only a means to that end. The training that the boys got in the Schools while they were there—the apprenticing them after they left to Protestant Masters—and the sending them to Trinity College, would, he thought, enforce the spread

of Protestantism, keep as Protestants those who were such, and make Protestants of those who were not.

525. Monsignor MOLLOY.—What he prescribes in that letter is, that all children coming to the Schools shall conform to Protestant worship, and that if they refuse to do so, they shall be expelled: and further, that if any Master does not carry out this instruction he shall be removed from his office. Will you allow me now to read for you what is proposed by the present Governors, whom you represent, with respect to that matter. They have submitted to us a scheme, which Mr. Carson has asked us to send up to the Privy Council along with our own; and here is what they propose, Sec. 60:—

"The parent or guardian, or person liable to maintain or having the actual custody of any boy attending the School, who is not a member of the Church of Ireland, may claim, by notice in writing, addressed to the Head Master, an exemption for such boy from attending prayer and religious worship, or any lesson or series of lessons on religious subjects, and such boy shall be exempted accordingly."

Erasmus Smith said that he should be expelled. The Governors propose that he shall be exempted from the obligation of attending worship. How do you reconcile this proposal, which is the proposal of your clients, with the intentions of Erasmus Smith? I think you can only do it by saying that having regard to all the circumstances of the case, they thought it more desirable, in the interests of the trust, to carry out his main purpose of giving education than to enforce the specific provision for a religious test. In other words you can only put aside the religious test of Erasmus Smith, as you propose to do, on the ground that it is necessary, in order to carry out the main purpose which he had in view.

Mr. *Wright.*—I think that clause is entirely unnecessary, and that it ought to be struck out.

526. Monsignor MOLLOY.—But we have been asked to send it up to the Privy Council, as representing the views of your clients.

Mr. *Wright.*—You can only send the Scheme up in its entirety.

526A. That clause, I think you will admit, is a departure from the express instructions of Erasmus Smith.

Mr. *Wright.*—It is too liberal. The Privy Council can strike it out.

527. But the Governors did not depart from the intentions of Erasmus Smith merely for their own pleasure; they must have considered it necessary for the purposes of their trust, in view of the changed conditions of the times.

Mr. *Wright.*—I say, as counsel for the Governors, that the clause was entirely unnecessary. It is entirely too liberal, and goes too far. But certainly the Catholic party or body can't complain of it. It is a very good and clever argument for their purposes.

528. Don't suppose that I am complaining of it. I rather lean upon it, as a proof that, in the view of the present Governors, it is necessary to relax the religious test imposed by Erasmus Smith in order to carry out the main purpose of his endowment.

The *Vice-Chancellor.* — Such a thought never occurred to us.

Mr. *Wright.* – I think the Governors showed a little weakness in it.

529. I don't think the Governors at all weak, especially on a question of this kind.

Mr. *Wright.*—I mean that as a matter of argument, logic, and tactics, the Governors gave themselves away in putting in that clause.

530. I cannot admit that this is a question of tactics. The Governors hold a position of trust; they are bound by the intentions of Erasmus Smith, just as this Commission is bound by his intentions; and my contention is, that they have come to exactly the same conclusion on the matter as our Commission, namely, that in order to carry out the main purpose of Erasmus Smith's Endowment, it is necessary to dispense with the religious test. Their Scheme sets aside the religious test just as much as our Scheme does.

Dr. TRAILL.—It would not at all follow that to partially violate a person's intentions is the same thing as to violate them altogether. That's where the sophism is. It is necessary to give a conscience clause at the present day. That does not mean that you are to confiscate his property.

Mr. *Wright.*—No; but the Draft Scheme of the Commission is a tearing up of his Charter and everything else, and just making a new system.

Mr. Justice O'BRIEN.—The Commissioners have torn up a good deal already.

Lord Justice FITZGIBBON.—Nothing, so far as I am aware, except to give effect, so far as present circumstances admit, to the intentions of the founder.

531. Monsignor MOLLOY.—No doubt our Scheme ought to carry out the intentions of the founder; but circumstances have changed, and on account of the change in circumstances, in order to carry out his main purpose, we must depart in some particulars from the specific directions he has given. Your Governors have also departed from his specific instructions; and, therefore, I claim that, on this particular point, we have the support of their authority.

Mr. *Wright.*—If the Governors are wrong and if you are wrong, their going wrong doesn't justify you in going wrong. If the two Draft Schemes go before the Lord Lieutenant and the Privy Council, they will set the matter right. What I am arguing is, that the Draft Scheme of the Commissioners is wrong.

532. Don't you represent the Governors?

Mr. *Wright.*—Yes.

533. Then you ask us to send up to the Privy Council a Scheme containing that clause?

Mr. *Wright.*—Certainly; and the Privy Council can deal with it. You can only deal with it as it stands. Let it go up.

534. Dr. TRAILL.—A conscience clause is not inconsistent with a Protestant Governing Body. The supposition that it is, is the fallacy that runs through so many minds. It does not follow at all.

Mr. *Wright.*—The appendix at page 5 says:—"An endowment intended for the free education of the poor has been diverted to the education of those who are comparatively speaking rich." I have tried to deal with that by saying that the class that Dr. Molloy alludes to, namely the poor class of tenants' children, have steadily, from the beginning, refused to avail themselves of it; that from the very beginning the fund that was devoted to them was only a sum of £300 a year; and that it has been a mistake all through to assume that, as regards the rest of the fund, the tenants' children were to have any exceptional advantages. From 1682 down to 1892 they were the poor children who were Catholics and who never would come near the Schools.

535. Monsignor MOLLOY.—You say that the only portion of the Endowment that was to go to the tenants' children was £300 a year. If you look at page 14 of the Charter, you will find that one moiety of the increment was to be expended in apprenticeship fees and in clothes, and that in that expenditure the children of the tenants were to get the preference.

Mr. *Wright.*—Yes, in apprenticing them to Protestant Masters.

536. Monsignor MOLLOY.—My point is that the tenants' children were to get the preference.

Mr. *Wright.*—What were the intentions of the man in that? And are his intentions to be cast to the winds now?

537. Monsignor MOLLOY.—You must admit that he intended the endowment for the children of the tenants.

Mr. *Wright.*—On one condition.

538. Monsignor MOLLOY.—On condition of their becoming Protestants; I admit that. But my contention is, that as these two intentions cannot both be carried out, the question arises, which of them should be considered paramount?

Oct. 22, 1909.

Mr. *Wright.*—Wasn't the one intention, and the paramount intention all through, Protestantism, and that the tenants' children, no matter how many they were, and no matter where they were living, provided they became Protestants, were to get the advantages of the Schools, and of the College, but that they were not to be entitled to any advantage except on that condition? You cannot split up his intention. You cannot say that he intended to benefit the Catholic children of the poor tenants. You cannot do that. The benefit is to be given on a condition that is indispensable, and that runs through every line of the document.

539. Yes; on the condition that they should be Protestants; and your Governors propose to set aside that condition.

Mr. *Wright.*—Supposing for a moment that the Governors hadn't sent in that Draft Scheme, what was in Erasmus Smith's mind? Was it to benefit the tenants as a class, *simpliciter*, by educating them, or to benefit them if they swallowed Protestantism?

540. I say that his paramount intention was to benefit the children of his tenants; and that if it be necessary in order to carry out that intention, the religious test ought to be dispensed with; and this clause in the Draft Scheme of your Governors supports my view.

Mr. *Wright.*—Apart from what the Governors have done now, what is the evidence of the founder's intentions? How are you to spell his intentions out of what the Governors have done in 1892, and out of the work of their draftsman?

541. Mr. Justice O'Brien.—The Deed of 1657, and the Charter and the Patents are all indispensably connected with each other by many references and expressions and by their objects.

The *Vice-Chancellor.*—What has that to do with your Scheme?

542. Monsignor Molloy.—You have asked me a question, and I will answer it. I have expressed my views fully elsewhere; but I may say briefly that the conclusion I have arrived at, from a consideration of all the documents in the case, is, that for the purpose of carrying out the main object which Erasmus Smith had, in founding this charity, it is now desirable to dispense with the religious test which he enforced; and I am glad to be able to support my view by appealing to the Scheme of the present Governors who expressly propose to abolish that religious test.

Mr. *Wright.*—How can clause 16 of the Governors' Scheme, made in 1892, throw any light on what Erasmus Smith meant in the years 1657 and 1658 and 1682? Mr. Justice O'Brien says that all these documents are to be taken together, and that there are a great many references in them to each other.

543. Mr. Justice O'Brien.—They are connected one with the other by references, not expressly, but by their objects and the identity of them, and by the nature of the whole of the Schools, and the existence of an enrolled Deed in the Chancery of this country.

Mr. *Wright.*—That is a very general way of expressing it. I have read the Deed of 1657 several times, and the Charter through, several times from beginning to end, and I say that you cannot find a reference in the Charter to the Deed.

544. Not in terms.

Mr. *Wright.*—That is what I mean by a reference to it; and it is for that purpose that I read the letter of 1682 expressly disclaiming all reliance on the Deed of conveyance, and saying that the Charter is what he relies on.

545. You are entirely wrong in that view. He contends for his right to appropriate the surplus according to the Charter, but he in no way repudiates the Deed of 1657. He claims the right to dispose of the surplus.

Lord Justice FitzGibbon.—The Charter recites that nothing had been done under the Deed.

Mr. *Wright.*—It was the particular matter under discussion at the time when he wrote the letter of 1681.

546. Lord Justice FitzGibbon.—I never have been able, on the question of Protestantism, to make out any difference between the Deed, the Letters Patent, and the Charter. All three appear to me in that respect to be alike.

Mr. *Wright.*—The argument of Mr. Carton——

Mr. Justice O'Brien.—Don't mind his argument.

Mr. *Wright.*—He put the case a little better as a lawyer.

Mr. Justice OBrien.—You must deal with the case as it stands.

Mr. *Wright.*—He put it most admirably against me; and I was answering what I find here in the print, though Mr. Carton himself is absent. But the position taken up by Erasmus Smith upon the matter under discussion at the time the letter of 1681 was written was, that the Letters Patent declared the particular uses and trusts confirmed and discharged of all demands other than what are reserved in them. The reason I said there is no reference in the Letters Patent to the Deed of conveyance, and that I drew a distinction—if there is one—between the two is, that the whole strength of the argument on the side of the Catholics is in the Deed of conveyance of 1657, on which it is admitted that nothing was done. But taking them all if you like, and grouping them together, not by reference one to the other, but as tending towards the same object, don't they come to this—"Protestantism is the indispensable condition of touching a penny of the funds that I have left." If that was not the intention of the founder then the English language is not worth very much. Erasmus Smith has tried, both in long documents and in short and pointed ones, to express what was in his mind when he says—"My end was to propagate the Protestant faith according to the Scriptures, avoiding all superstitions." I said that in my opinion evidence of the most important character had not been sufficiently dwelt on, namely the connexion that exists all through these documents—I mean all the documents in Erasmus Smith's hand—with Trinity College, Dublin. That connexion appears in the Deed of 1657 by which these Exhibitions are provided; it appears in the Charter of 1669 under which the boys are to be fitted for Trinity College, Dublin; and it appears in the same Charter of 1669 by which this Professorship of Hebrew is to be founded. There shall be paid it says, for a Hebrew Lectureship, a sum of £30 a year; and such of the boys as are fitted to learn Latin, Greek, and Hebrew are to be sent to Trinity College. Trinity College, Dublin, was then an exclusively Protestant institution. It was so, I think, down to 1792,—no Catholic or Dissenter was allowed to enter it.

547. Dr. Traill.—Don't say "not allowed to enter." They were not allowed to take degrees.

Mr. *Wright.*—Erasmus Smith was setting up a machinery which would educate boys up to a certain point and enable them to go up to college and get benefits from which their religion, it is said now, might have excluded them. Mr. Justice O'Brien was good enough to say that there was one period—an interregnum—when the Provost was a Catholic Priest, and that the College was never so well managed before as it was then.

Mr. Justice O'Brien.—Certainly not.

Dr. Traill.—There was not a single pupil entered the College during that time.

548. Mr. Justice O'Brien.—It never was so well managed as during the time of that Catholic Provost.

Lord Justice FitzGibbon.—It never was so easy to manage if there were no pupils.

Mr. Justice O'Brien.—It was well managed financially.

Dr. TRAILL.—We owe him one great debt. He preserved the Library when your friends were ready to tear it to pieces.

Mr. *Wright.*—The record in the College Calendar says that Michael Moore, a secular priest of the Church of Rome, was Provost, and that the College was occupied as a barrack by a portion of the soldiers; the Chapel was employed as a magazine; and many of the chambers were used as prisons for Protestants. That may have been the best way of managing the College.

547. Mr. Justice O'BRIEN.—That was the reason why a part of the place has been called Botany Bay. That is the Protestant account of it.

Mr. *Wright.*—They ought to be left to tell their side of it. It appears that that Provost did not escape from the contaminating influences of the place, because he preached a sermon against the Jesuits, and consequently lost the king's favour and was expelled. The atmosphere was too much for him. I have so far dealt with the documents left by Erasmus Smith under his own hand and in his lifetime, from which it is perfectly certain that he gave the Schools a Protestant character, and that they continued so down to the time of his death, as Dr. Traill points out in his observations on the Draft Scheme, a proposition of law that would be acted on by every lawyer, viz., that we should see what was done by those who succeeded Erasmus Smith.

548. Mr. Justice O'BRIEN.—Don't say that every lawyer coincides with Dr. Traill's propositions. *Ne sutor.*

Mr. *Wright.*—It is not because it is Dr. Traill's that I rely on it. It is Sir Edward Sullivan who says in the case of "The Attorney-General at the relation of the Commissioners of Charitable Donations and Bequests *v.* The Bishop of Limerick and others" (5th Irish Reports, Equity 403). The head note is:—

"In the absence of express directions, the particular character of the religious instruction to be given in a charity school may be inferred from incidental expressions used in the regulations prescribed by the will of the founder, early and long usage, if consistent with the instrument of endowment, ought to have great weight in determining the question of such instruction."

And at page 425, Sir E. Sullivan says:—

"This user, perfectly consistent with the will itself, is, I think, of great importance, as showing that the view I have taken is correct, which view I was strongly inclined to adopt long before I had seen these documents. I entirely agree with what Mr. O'Hagan has said at the bar as to the small weight user as to teaching the Protestant religion in the seventeenth century *per se* should have; but when such user is not merely consistent with the instrument of endowment, but almost enjoined by it, it cannot be disregarded; it must have its due effect. Lord Brougham in 'The Attorney-General *v.* Smithies,' says: 'I speak not now of a course of dealing with charitable funds in the absence of evidence respecting the original endowment, or in plain opposition to its provisions; but, where the instrument creating the endowment is forthcoming, its construction may be aided by adverting to a long and uninterrupted acting under it, and acquiescence in that acting."

549. Mr. Justice O'BRIEN.—Nobody disputes that, where there is no other means of arriving at a person's intentions.

Mr. *Wright.*—In 1711, within twenty years of his death, we have the Rules made by the Governors of that time, and nothing in them is inconsistent with the Charter. They are absolutely consistent with what the Charter says they had power to do, namely, to make rules not inconsistent with the ecclesiastical canons and constitutions of the Church of Ireland: and they are absolutely consistent with everything that Erasmus Smith has left under his hand. I have to call the attention of the Court very shortly to these Rules; and I respectfully say that from that time down to the present the exclusively Church of Ireland character of these Schools has been maintained. I was wrong in saying 1711; the date is 1712. These Rules of the 12th July, 1712, say—

"That the following rules to prevent youths educated in the free schools of Erasmus Smith from turning, or continuing Papists, be duly observed in each schooi."

That is almost in the words of Erasmus Smith expressing his intentions.

550. Mr. Justice O'BRIEN.—That implies that the Protestants had become Catholics. Such is the vanity of human expectations that out of the strictest sect of the Pharisees somebody comes!

Mr. *Wright.*—I suppose there were proselytes on both sides. The language of the Rules might have come from the lips or the pen of Erasmus Smith himself—to prevent them from turning Papists or continuing Papists, the following Rules were to be observed.

551. Dr. TRAILL.—That looks as if they entered the Schools originally as Protestants and had a tendency to go back.

Mr. *Wright.*—Certainly. These Rules prescribe the most positive measures, for they direct that every person educated in the Schools shall attend service in the Church every Lord's Day, and shall be instructed in the Catechism, and brought by the Master or Usher to the Bishop to be confirmed. I don't intend to go through the different Acts of Parliament after that, but come on to the Statute of 1724, the 10th of George I., which is a legislative recognition of the Episcopalian Protestant character of the Schools. The intention of Erasmus Smith that these Schools shall work in conjunction with, and as preparatory Schools for Trinity College, is recognised by that Statute and is carried out. Erasmus Smith, by the Charter of 1669, gave £30 a year to found a Hebrew Lectureship. His devotion of some of the surplus funds to founding the three junior Fellowships and the other Lectureships and Exhibitions has been referred to by Mr. Matheson. The only other Act that I wish to refer to is the Charter of 1833, of the 3rd and 4th year of William IV., which was granted on the petition of the Governors for a new Charter, and which gave them new and extended leasing powers, and in which the Governing Body are elected *nominatim*, and power is given to them to co-opt; which means that members of the Church of Ireland would always be their successors and would always fill the vacancies. I therefore rely on the long continued practice, not only under the 1724 Statute, but also under the Statute of 1833; and also on what Mr. Jellett has already called the attention of the Court to, namely, Section 114 of the Municipal Corporations Act of 1840, the 3rd and 4th Victoria, Cap. 108, which provides that, on certain municipal offices being then opened to persons not members of the Church of Ireland, other Governors of Erasmus Smith's Schools than the Lord Mayor and two Aldermen of the City should be appointed. We thus have that Statute preserving what had been recognised as the exclusively Church of Ireland character of this institution for a century and a half. The result of two former Commissions was to find that that was, and had been always the character of these schools. Passing from that I submit that Erasmus Smith's first and paramount design was Protestantism, and that he impressed it on the Schools when he founded them; and I now proceed to deal with the matters which have been pressed by Mr. Dodd for the Presbyterians, and Mr. Nicholas for the Methodists. It is said that the word "Protestant" is to be used in a wide sense so as to include their bodies. It has been suggested by Dr. Traill that in 1667 and 1669 the Methodists, as a body, did not exist. The Presbyterians as a distinct church came into existence and had their origin after the Act of Uniformity in 1662.

552. Mr. Justice O'BRIEN.—Before that, I think.

Mr. *Wright.*—I say that as a Church, distinct

Oct. 22, 1862

from the Protestant Episcopalian Church, they did not exist until after the Act of Uniformity.

Mr. *Brown.*—They had a governing body.

Mr. *Wright.*—When a number of them refused to conform they resigned their benefices. Mr. Dodd called attention to the fact that in the original Deed of Conveyance four names are mentioned of Divines who did not conform in 1662. It is right to remark that in the Charter of 1669 every name put forward by Erasmus Smith is the name of a person who was a member of the Church of Ireland. The answer given to that is, that he was forced by law to do it—that he was not a free agent. It is always assumed that he was not a free agent, and the Court is almost asked to presume that because the law was in one direction his individual private predilections would be rather against the law than with it. Why should the Court come to that conclusion? Erasmus Smith himself was petitioning the King. He himself, we may presume, sent forward the names of the persons whom he designated as Governors; and he was himself at that time a perfectly free agent, and the lands were his own property and for him to do what he liked with. He takes the Charter; and why is it to be assumed that he was not free in doing that? In the Deed of Appointment of 1680, when he is dealing with the moiety of the surplus rents, what is the language that he uses? I have read it already for the Court; but you will observe the four Catechisms that he mentions, one of which he wished to be obligatory. What is the meaning of this language—"That the Governors shall settle such allowance as may encourage a grave, learned, and orthodox divine, &c." What is the meaning of "orthodox divine"? Does it mean a Nonconformist, or does it mean a member of the Church of Ireland and England?

553. Mr. Justice O'Brien.—I would rather say that that was pointed against the Duke of York—that the word meant orthodox, as distinguished from his tendencies, and not as distinguished from Presbyterianism.

Lord Justice FitzGibbon.—The words "orthodox" and "heterodox" in the English literature of the time usually refer to Established Church and Nonconformist doctrines.

Mr. *Wright.*—An "orthodox divine" does not mean a man whose doctrines were opposed to those of the Papists.

554. Mr. Justice O'Brien.—It meant his "doxy," and "heterodox" meant the other man's "doxy." I think it meant a man of sound adherence to the Established Church.

Mr. *Wright.*—If the prefix "orthodox" does not mean an adherent of the Established Church, I don't know what it does mean.

Mr. *Dodd.* — "Orthodox" meant opposed to "Calvinistic."

Mr. *Wright.* — It meant "of the Established Church." I see nothing in a single document that Erasmus Smith has left under his hand to show that he intended to refer to any except members of the Established Church. One of the two Canons that the teachers who were to teach Latin, and Greek, and Hebrew in the Schools, and who had necessarily to come down from Trinity College, had to subscribe to was that relating to the supremacy of the King. I wonder did the clergy of the Presbyterian Church subscribe to that Canon?

Mr. *Dodd.*—Certainly, they had to do it under the Toleration Act.

555. Dr. Traill.—I think that Canon was aimed at the supremacy of the Pope.

Mr. *Wright.*—I submit that a Protestant character was impressed on the Schools, and that nothing was done in his time, or after his time, in any way to clash with that character, and that it has been maintained for the last 200 years; and I say that the usage of those 200 years is of immense weight in construing and clearing up any ambiguity—if ambiguity there were, but there is none—as to the constitution of this Governing Body. It is, I submit again, a constitution exclusively of members of the Church of Ireland. So it has been for 200 years, and there is no reason now why it should be altered. At this late hour I don't think I should be justified in occupying the time of the Commission any further; but I submit to the Court that to deal with this foundation, which has been maintained so successfully for 200 years by a Governing Body of the Church of Ireland, in the manner proposed by the Draft Scheme, would be to divert the funds from the uses for which the founder intended them, and to subvert altogether his original intentions, and is a thing which this Commission has no power whatever to do.

556. Lord Justice FitzGibbon.—Kindly send us a copy of the Deed containing the reference to the four Catechisms. We also wish for copies of all the early Minutes that relate to the religion of the pupils. The great body of the Minutes relate to other matters; but there are Minutes of January 28, 1687, and November 7, 1691, relating to appointments of Masters, which I wish to have.

Mr. Justice O'Brien.—There ought to be an opportunity of reading these minutes through, for it may be that these particular Minutes that the Lord Justice refers to are capable of being qualified and affected very much by other Minutes.

The *Vice-Chancellor.*—The Secretary of the Commission has had that book in his custody, and the free use of it for three months; but every facility that the Commissioners can desire shall be afforded for the inspection of every document.

Lord Justice FitzGibbon.—We have had the book in our own office for a very long time.

The *Vice-Chancellor.*—The more the documents are looked into, the better we consider it will be for us.

557. Lord Justice FitzGibbon.—The course we must now take is this. We are bound first to consider all the matters that have been presented at this Sitting. That we cannot do, with justice to the parties, until we have got the notes in a proper shape from the reporter. We shall then, as we have done in other cases, proceed to consider them with all care. If we are able to settle a Draft Scheme in which we can both concur, and which we can submit to the Lord Lieutenant, we will take the same course as in the case of the Royal Schools. We will reprint the existing Draft Scheme with the alterations on which we have agreed, and before signing it we will give the parties—as we did in the case of the Royal Schools—an opportunity of seeing the Revised Scheme, and of submitting such observations upon it as they may think proper, without reopening anything that our adoption of that Revised Scheme would show us to have decided. This course, in the case of the Royal Schools, resulted in a reduction of some forty objections to seven that were ultimately raised before the Privy Council. If, on the other hand, an event should occur that has never yet occurred, namely, that the two Judicial Commissioners cannot concur in any form of revised Draft Scheme, we will appoint another occasion on which we will publicly state the conclusions at which we have arrived, with such reasons as we may think it right to give. I should like to add, for myself, that the view I take of our position is that it is a judicial one, that our opinions ought to be dealt with as judicial opinions, and that they should be expressed in a responsible and considered manner before the public.

The inquiry then concluded.

PUBLIC SITTING—SATURDAY, NOVEMBER 19, 1892.

Nov. 19, 1892.

At the Office, 23 Nassau Street, Dublin.

Present:—The Right Hon. Lord Justice FitzGibbon, Judicial Commissioner; and the Right Rev. Gerald Molloy, D.D., D.Sc., Anthony Traill, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. Wilson, D.D., Assistant Commissioners.

The Secretary, N. D. Murphy, M.A., and the Assistant Secretary, F. Redmond, B.A., were in attendance.

RATHMINES TOWNSHIP SUNDAY AND DAILY SCHOOLS.

The following members of the School Committee were present:—Rev. *S. M. Harris*, M.A.; *J. E. Oram*, M.A., M.E.; *G. T. B. Vanston*, LL.D.; *J. F. Smeeth*, Hon. Sec.

558. Lord Justice FitzGibbon.—We have got an application for a Draft Scheme for your Township Schools, and we have thought it well to appoint this public sitting to learn the details of the Endowment of the Schools and of the proposals which you desire to put forward.

Mr. *Joseph F. Smeeth*, sworn and examined.

559. Lord Justice FitzGibbon.—How long have you been Secretary of the Schools?—For the last eighteen years.

What is the Governing Body?—It consists of five trustees and fifteen elected members as a committee of management.

560. By whom are the fifteen elected?—The Subscribers of ten shillings and upwards have the power of electing. Notice is always given of the election—if they like to appear they do, and if they don't appear it is done by those Subscribers of ten shillings and upwards who may be there.

561. Is there any fixed time for holding the elections?—The second Tuesday in July, half-past seven o'clock, at the Township Schools.

562. How are the trustees appointed?—In case of the death or resignation of any trustee, the committee, by giving a week's notice, can elect from amongst themselves another trustee to fill his place.

563. What was the original commencement of the Institution?—The commencement of the Institution was really the feeling that a school was wanted in Rathmines for the education of the Protestant poor: matters were put in working order, certain sums of money were subscribed, and the schools were finally built with the money subscribed. I produce a copy of our trust deed.

564. It is dated December 16, 1852, and I see a recital that in 1851 it occurred to many of the Protestant inhabitants of the township of Rathmines "That the said populous and improving township required provision to be made for the religious and secular education of the children of the township and neighbourhood more proportionate to their wants than the schools then in existence supplied." Then there are provisions which we can take from the deed itself. What is the title to the school buildings?—We have a lease for 800 years, at the rent of £20 a year.

565. What money funds have you?—None whatever except from voluntary subscriptions.

566. Have you any accumulated money?—No; we had a bequest some time ago of £200, which has been used up in current expenses, so we are in debt to our Treasurer.

567. Then the only property and endowment you possess at present is the building and lease?—The building and a dwelling house in the rere.

568. How many pupils attend the schools?—The average attendance at present is abouty forty, with a roll number of nearly sixty; it has been more and less at different times.

569. Is the school connected with any society or with the National Board?—No; one of the rules in the deed is that we should not be connected with any society whatever. Mr. Joseph F. Smeeth.

570. Lord Justice FitzGibbon.—Rule 15—"That the Trustees hereby or hereafter to be appointed shall not have the power at any time to connect the said schools with any society whatever, which would restrict the free use and circulation among the scholars of the Holy Scriptures, and that the said Trustees shall on the contrary uphold by every means in their power, the Scriptural character on which the said schools have been originated, and which it is the special object and purport of this deed to perpetuate." Rule 16.—"That each Trustee shall sign a declaration before his appointment in the following words:—I hereby declare that I desire to extend the blessing of Religious Education to all classes, and to see the Holy Scriptures in the hand of all that are able to hear them. I have read the deed of trust of the Rathmines Township Sunday and Daily Schools, and I accept the office of Trustee with a determination to maintain as far as in me lies the Scriptural Protestant principles on which the said schools were established." What is the proposal that you desire to make in reference to the Scheme?—I think the minutes of our last meeting will be of use with reference to this:—"The Secretary states that he thought the business of this meeting was probably twofold: first, to determine somewhat in detail the particulars of the Scheme that would meet the present wants of the Committee, and what they were prepared to accept from the Educational Endowments Commission; and, secondly, to appoint someone to represent them there. These matters were then considered, and the general feeling of the Committee was, that although they would wish to maintain as much as possible the trust deed of this school as far as the Scriptural Education of the pupils is concerned; yet, that they would like to see Rules 15 and 16 of the trust deed either cancelled or modified, so as to permit this school to be placed under the National Board of Education, if it were thought desirable to do so. Dr. Vanston, then read the principal clauses of the Scheme, which the Educational Endowments Commissioners framed on behalf of the Nicholson Memorial School, Lisburn, a school very similar in its formation to the Rathmines School in its foundation and trust, and which Scheme has been finally approved of by the Lord Lieutenant and Privy Council in Ireland. And the Committee felt that if a Scheme of a similar nature to that of the Nicholson Memorial could be obtained for the Rathmines Township Schools, it would satisfy the want at present felt."

571. The Nicholson School was a foundation for a Sunday school, and belonged exclusively to the Church of Ireland, not to all dominations of Protestants, and in

Nov. 19, 1892.

Mr. Joseph F. Smeeth.

that case we had no jurisdiction except by the consent of the Governing Board. The Governing Body, both in law and fact, was the Rector of the parish, and he gave us the consent. We were bound in that case, perhaps even more than in yours, to have regard to the intention of the founder, a lady, who had erected the building, the principal endowment. We made a provision in the Scheme that scriptural education should be provided every day for every child who was willing to attend. That Scheme has passed the Privy Council. Your school is in some respects similar; you are bound by your deed to make provision for religious as well as secular instruction, and further, that the education must be "Scriptural and Protestant," as it is put in your deed. We possibly might have a compulsory jurisdiction in this case owing to the fact that "Protestant" includes different denominations, but speaking for myself, I should not be willing to settle a compulsory scheme for your school.

Mr. *Smeeth.*—"Protestant" in our deed is used in the broadest sense; some of the original subscribers, and the largest donors were not connected with the Church of Ireland. They were in fact taken on the broadest principle of Protestantism.

572. Lord Justice FitzGibbon.—There is a very similar instance in which we have a scheme for the Phibsborough Sunday and Daily Schools. These schools were established about 1821, on terms almost identical with yours, and they had an objection to join the National Board. We settled a scheme which empowered, but in no way compelled them to do so, and last week I know in another capacity that the school did join the National system. There the provision not only is that religious instruction shall be given to all children who are willing to receive it, but that the chaplain of the Female Penitentiary, who is one of the governors, in consideration of a legacy given to him, shall attend for the purpose of giving instruction.

Dr. *Vanston.*—Although under the deed the School is open to all Protestant denominations, yet, for the last 15 or 20 years it has been practically connected with the congregation of the Trinity Church, Rathmines. There are no members of any other religious denomination now connected with the committee. I believe there is not a single Presbyterian pupil, and practically the schoolhouse is used for all parochial purposes in connection with Trinity Church, Rathmines.

573. Lord Justice FitzGibbon.—You understand that under the rules of the National Board, even though you have no children but of your own church, you must teach them as if they were mixed, and if you join the National Board you must comply with the regulations, but, of course, that is quite consistent with your giving Scriptural and Protestant instruction to all your own children at the time set apart for that instruction.

Dr. *Vanston.*—That is what we wish to do.

574. Dr. Traill.—How are the children divided as regards denomination?

Dr. *Vanston.*—They are all children of the Church of Ireland.

575. Monsignor Molloy.—You only ask for power to put your Schools under the National Board?

Dr. *Vanston.*—We want to get power if we wish to put the Schools under the National Board, and we want to establish *de jure* what *de facto* is the state of things, to bring the Schools into connection with the church of Rathmines.

576. Lord Justice FitzGibbon.—What do you want about the constitution of your Governing Body?

Dr. *Vanston.*—We want to get a combination of the Nicholson Scheme, and the provisions of our own trust deed. We would be satisfied with the incumbent and churchwardens of Trinity Church, Rathmines, as *ex-officios*. Then there should be one or two representative governors appointed by the Select Vestry, and the majority should be elected out of the ten shilling subscribers as at present.

577. Monsignor Molloy.—Would you object to Presbyterian subscribers, and would you give them a vote?

Rev. *S. M. Harris.*—We would not object.

Mr. *Smeeth.*—We would be very glad if they would keep up their old status, and subscribe and take part in it.

578. Monsignor Molloy.—You don't want to narrow the constitution established by this deed?—No.

579. Rev. Dr. Wilson.—If you are about to tie this to your Trinity Church, have you consulted the representatives of the original subscribers?

Mr. *Smeeth.*—At present virtually all the subscribers are members of the Trinity Church, Rathmines. The original subscribers are dead, and I don't see how we could find their representatives.

580. Lord Justice FitzGibbon.—They must represent themselves by subscribing money. The annual subscriptions are your income, and you have no accumulated funds?

Mr. *Smeeth.*—Not a shilling.

581. Dr. Traill.—So your original subscribers would be entitled to no voice unless they paid year after year?

Mr. *Smeeth.*—Our election is annual, and the subscribers subscribe ten shillings.

582. Lord Justice FitzGibbon.—The wider you make your franchise the more likely you will be to attract subscribers. The Phibsborough School is considerably dependent on subscriptions, though it has an endowment of about £3,000 left by Mrs. Herbert, one of the former Governors, and the buildings. In addition to certain other Governors, the subscribers elect. Those qualified to vote at the meetings of the Subscribers, and in the election of Governors are persons who, at any time before or after the date of the Scheme, shall have subscribed not less than Five Pounds or collected and paid ten pounds in one sum to the funds of the schools; the personal representatives of persons who, at any time before or after the date of the Scheme, shall have bequeathed not less than One Hundred Pounds for the benefit of the schools, and persons who, after the date of this Scheme, shall annually subscribe not less than Ten Shillings, or shall annually collect and pay not less than Two Pounds, but no annual subscriber is qualified to act or vote as such for six months after the payment of his first annual subscription, nor in any year for which the annual subscription has not been paid. There are provisions for keeping a register, &c., all that I think would apply to you.

Mr. *Smeeth.*—That would suit us very well, it might be confined to annual Subscribers of ten shillings and to collectors of certain moneys, but beyond that I don't see that the rule will apply.

583. It is for yourselves to consider a matter of that kind, we would not force anything on you, but a life subscription is a very usual subscription in charities.

Dr. *Vanston.*—I don't think we have a single Life Governor.

Mr. *Smeeth.*—We have Mr. Purser, who refused either a trusteeship or to connect himself with the school, but he subscribes £10 a year.

584. Lord Justice FitzGibbon.—We can put in this provision about the life subscription, and you can bring it before your people. One thing I must direct you to do, if we publish a Draft Scheme, you should call a meeting of all who are interested and submit the Draft Scheme to them, so that anyone who has a right to express an opinion may have an opportunity of doing so, for although we hold a public inquiry the proposals might come better from those promoting the Scheme.

Mr. *Smeeth.*—We could do it by postcard and advertisement.

585. Monsignor Molloy.—What is the nearest National School under Protestant management to your Schools?

Rev. *S. M. Harris.*—Dr. Neligan's, and it is a full mile off.

586. Monsignor MOLLOY.—Does not the attendance at your school seem rather small?

Rev. *S. M. Harris.*—It is small, but it is not under the National Board. We want power to go under it, and we would then have increased scholarship and better attendance.

587. Monsignor MOLLOY.—Where are these pupils that you expect going at present?

Rev. *S. M. Harris.*—To Dr. Neligan's and to Kildare Street.

588. Monsignor MOLLOY.—We have found that children come a long distance to the Kildare Place Schools, because they have such a good reputation.

Rev *S. M. Harris.*—And they might go still, because they could give them greater advantages than we could.

589. Lord Justice FITZGIBBON —Evidence has been given to us that Protestant children occasionally go to Roman Catholic Schools where they have no other, and that younger children are not sent to school, but are kept at home, and lose education altogether where the Protestant Schools are not under the National Board.

Rev. *S. M. Harris.*—That is so; parents have faith in the National Board inspection.

590. Dr. TRAILL.—If a clause were put in requiring you to give scriptural education to every child who was willing to take it, the only modification of your deed would be that you could not force it on any other child.

Rev. *S. M. Harris.*—We are willing to accept that.

591. Lord Justice FITZGIBBON.—It is supposed by some people that the National School system excludes religious instruction; it does nothing of the kind; it requires it to be separated from the secular; but a National School which does not give religious instruction is not doing its full duty.

Rev. Dr. WILSON.—As a matter of fact there is more scriptural instruction given in most National Schools than in your Scriptural Schools, as you call them.

Lord Justice FITZGIBBON.—We found that to be the case in the Church Schools near the Nicholson School. In the Nicholson National School the clergyman is bound to attend at least once a week by himself or his curate.

592. Monsignor MOLLOY.—Have you, or have you not, an objection to the principle of the National Board, that forbids all reference to religious questions while the card for secular instruction is up?

Rev. *S. M. Harris.*—No. I have no objection.

Rev. Dr. WILSON.—In other words when you have 20 hours out of the 24 to teach as much religious instruction as you like you are content to take secular instruction for the remaining four?

593. Lord Justice FITZGIBBON.—How do you propose to constitute the new Governing Body?

Dr. *Vanston.*—Have the Incumbent and the two Churchwardens of Rathmines as *ex-officio* members, then there should be a certain number of representative governors chosen by the Select Vestry.

594. Lord Justice FITZGIBBON.—How many?

Mr *Oram.*—Two.

Dr. *Vanston.*—The number is a matter of detail and the remainder should be elected out of the subscribers in the same way as the trust deed provides.

Mr. *Smeeth.*—As there will be five connected with the Church, there ought to be a sufficient balance of the general subscribers to meet it.

595. Lord Justice FITZGIBBON.—We settled a Scheme for Hewetson's School, Clane, where a school founded by a private benefactor had become, as yours is, attached to the Parish Church. We did not think it right unconditionally and for ever to give the Incumbent, Churchwardens, and Select Vestry a representation on the school committee, independent of such an event as might happen, that they would fall out with the school or cease to take an interest in it, and the provision is that as long as £10 a year, which is much less than Rathmines should provide, is contributed by the parish to the funds of the School, these representative governors continue, otherwise they lose their right. Have you any objection to a scheme of that kind?

Rev. *S. M. Harris.*—No, we provide at present £120.

596. You cannot expect the Select Vestry to give you an official subscription because they may have no right to spend their money on a school, but we might say that so long as the sum contributed towards the School by the members of the congregation amounted to a certain proportion of the annual income the representation should be given.

Dr. *Vanston.*—The Select Vestry would have to pay a certain sum to the Governing Body for the use of the Schools for a Sunday School and a Young Men's Association.

Lord Justice FITZGIBBON.—That would be a very good provision.

Mr. *Smeeth.*—The Church might, as it has done for years past, give its annual sermon. Sometimes the collection amounted to £20, sometimes to £15, but if one sermon did not produce the sum specified, two might do, and therefore the Church might fulfil all you lay upon it in that respect.

597. Lord Justice FITZGIBBON.—At all events you don't object to the principle that will require a pecuniary contribution from the Church?

Rev. *S. M. Harris.*—No.

598. Dr. TRAIL.—What do you think the subscription should be?

Monsignor MOLLOY.—Say £30.

599. Lord Justice FITZGIBBON.—What do you say, Mr. Smeeth?

Mr. *Smeeth.*—I would certainly say not less than £20.

600. Suppose you make £20 a condition for the Incumbent and two Churchwardens, and £20 more for two representatives of the Select Vestry.

Dr. *Vanston.*—It is too much for the Vestry.

601. Monsignor MOLLOY.—Well, say £10 for the Vestry?

Lord Justice FITZGIBBON.—The School depends for local aid on the congregation, and £40 a year, if you are giving £120 at present, should be easily made up.

Monsignor MOLLOY.—Would you include subscriptions in that?

Lord Justice FITZGIBBON.—Yes; they have a register of Vestrymen, and they would only have to see that the subscriptions of the Vestrymen amounted to so much.

602. Dr. TRAILL.—The subscribers are to have two more representatives?

Mr. *Smeeth.*—This contribution should be irrespective of anything that the Select Vestry pays for the use of the rooms for Choral Societies or Young Men's Associations.

603. Lord Justice FITZGIBBON.—That should appear in the Scheme as a purpose for which you might charge such rent as you thought advisable.

Dr. *Vanston.*—If the sum paid by the Select Vestry be fixed too high, in course of time the Schools might be disconnected with the church. The schoolrooms are not adequate for parochial purposes, and there has been talk about getting up subscriptions to build a Parochial Hall. If that were done the Parochial Hall would be available for the purposes of the parish for which the Schools are now used, and in that case the Churchwardens and Select Vestry would cease to pay any subscriptions.

604. Lord Justice FITZGIBBON.—I don't understand that rent paid for the use of the schoolhouse is to go to make up a qualification. As long as £20 a year of the subscriptions to the school come from members of the congregation, I think they might fairly have the Incumbent and Churchwardens on the Governing

Nov. 10, 1892.

Mr. Joseph F. Smeeth.

Body, and if it went as far as £40 they might have two more.

Mr. *Smeeth.*—These Schools will virtually become Church Schools, and this will be the binding link with the church.

605. They have become so, and the more elastic you make the bond the better, don't gall yourselves with fetters.

Rev. *S. M. Harris.*—If we went under the National Board would the Board have any claim to the schoolmaster's house?

606. No; the Board has nothing to do with the property in Non-Vested Schools. All it can do is to stop paying money.

Rev. *S. M. Harris.*—The claim of the Board would be only during the hours for secular instruction?

607. The Board have no claim to the school at all, as long as it complies with its rules they contribute the money.

Rev. *S. M. Harris.*—There would be free use of the rooms for parochial purposes?

608. Subject to the rule that they are not to be used for political purposes.

Mr. *Smeeth.*—I understand that with the exception of political meetings we can use them as at present.

609. Lord Justice FitzGibbon.—Out of school hours the National Board do not interfere with the owners of school buildings further than to say that they are not to be used for political or like purposes.

Rev. Dr. Wilson.—The rules don't interfere with your free use for all your church objects.

610. Lord Justice FitzGibbon.—What do you say about the total number of the Governing Body?

Mr. *Smeeth.*—About nine or eleven. Would you fix the quorum at five?

611. Monsignor Molloy.—Five would be rather a large quorum?

Mr. *Smeeth.*—Would you please say eleven with five quorum.

612. Dr. Traill.—The Incumbent and two Churchwardens, two chosen by the Vestry, five; and four elected by Subscribers, that is nine.

Lord Justice FitzGibbon.—You should settle that with your Subscribers.

613. Monsignor Molloy.—If your board is nine your quorum ought to be three, and if eleven it ought to be five.

Dr Traill.—The number of representatives would depend on the number of Subscribers, one for every ten is what we generally put in.

Mr *Smeeth.*—I am afraid our 10*s.* Subscribers would be rather limited.

614. Dr Traill.—Then they are not entitled to a large representation, and you are putting £20 on the church for the two churchwardens.

Rev *S. M. Harris.*—Might we have permission to put a lady on the board?

Lord Justice FitzGibbon.—Certainly. In the Phibsborough case there are two ladies.

Mr *Smeeth.*—There is a rule early in the minute book that the committee can at any time interest ladies in matters connected with the Schools.

615. Lord Justice FitzGibbon.—We have two forms of clause for that, one is to allow the Governing Body to appoint a Ladies Committee; the other, as in the Phibsborough case, allows ladies paying subscriptions to have votes and to take places, like everybody else, on the committee. In the Phibsborough case two of the committee are ladies now, and the lady who gave the endowment had been on the committee.

Rev. *S. M. Harris.*—I would prefer lady members of the Board.

Mr. *Smeeth.*—I have no objection.

616. Lord Justice FitzGibbon.—Dr. Traill will take charge of the Draft Scheme, you will communicate with him, and we shall be glad to publish it as soon as possible.

SCHEME No. 153.—THE DUBLIN PROTESTANT REFORMATORY SCHOOLS

(Objections and Amendments.)

Rev. *J. H. Monahan*, D.D., Rev. *Thomas Long*, Rev. *A. L. Elliott*, Rev. *R. G. M. Webster*, and Dr. *R. W. Andrew* were in attendance.

617. Lord Justice FitzGibbon.—The object of this Scheme is easily stated. In 1859 a Reformatory School for Protestant girls was established at Cork Street, which has since been carried on by a commitee in accordance with the Acts of Parliament dealing with schools of that class. That Reformatory School appears to possess an endowment of £20, Irish, per annum, and of certain premises. About the same time a Boys' Reformatory School, also for Protestants, was established under the same committee, at Rehoboth Place; the number of boys requiring a school of this sort has happily diminished, and I believe the only Reformatory School for Protestant boys now in Ireland is in Belfast. The Reformatory at Rehoboth became unnecessary, it was closed in 1890, and the premises were sold: they did not produce as much as they originally cost, but they did produce a sum now represented by £254 4*s.* 4*d.* Government Stock, which was lodged with the Commissioners of Charitable Donations and Bequests, and which now constitutes an educational endowment, not for the original purpose, which has ceased, but for whatever purpose nearest thereto, either one of our schemes, or the Court of Chancery acting on analogous principles may deem it advisable to adopt. We understand that the Girls' School is in monetary difficulties, that the expenditure has exceeded the income, that a considerable amount of liability has been incurred in carrying on the institution, and that it is in danger of coming to an end through want of means, whereas the Rehoboth School has this money remaining over, which may fairly be made available in the view of those who have applied for the Scheme. These Reformatory Schools are denominational by statute, and the present Draft Scheme, whether requiring consent or not, has been prepared on the application of the Governing Body or Committee of the two Schools. The first question is whether these two Schools are so connected with each other as to make it legitimate to apply the funds of the Boys' School to the Girls' School.

Rev. *R. G. Webster.*—The debts which have accumulated are debts for the most part on Rehoboth.

Lord Justice FitzGibbon.—I was not aware of that.

Rev. *R. G. Webster.*—About half and half.

Lord Justice FitzGibbon.—I understood that Rehoboth had been wound up and the money lodged with the Commissioners of Donations and Bequests. On the first question, which is a question more or less of law, I have no doubt that these two Schools were established practically at the same time, and by the same committee, and for the same purpose.

Rev. *R. G. Webster.*—One came from the other.

Lord Justice FitzGibbon.—They are as nearly connected institutions as it is possible to conceive, and therefore money belonging to one, could not be more legally applied on the *cy pres* principle, than by applying it to the other. But then comes the question, whether the proposed application is one that we can sanction or carry out. I understand that it is desired to apply the money, to a great extent, or almost

altogether, to discharge existing liabilities, and we must have evidence what those liabilites are, how they arose, how long they have existed, and what is their amount.

Rev. Dr. *Monahan.*—This statement (*produced*) prepared for the Commissioners of Charitable Bequests, gives the whole history of the Institution. Up to 1887 the Institution at Rehoboth was able to pay all its debts by means of the farm. After the disestablishment of the Church of Ireland it was pressed upon me as official manager, that being a Government Institution it should be made, if possible, to maintain itself. We took a farm of four acres at a rent of £45 a year, and from the number of boys then in the Institution, forty-two, we were able by their industry on that farm as market gardens to raise sums annually varying from £83 to £101 of profit, so that we were able then to pay our own debts, and to help the Girls' School, which was managed by the same committee, out of the same funds, and with the same banking account. From that out we never received or applied for sixpence of public subscriptions, nor had we anything except the profits of our own farm.

618. Monsignor MOLLOY.—About what time did you take the farm?

Rev. Dr. *Monahan.*—We had a small farm connected with the house, but about 1870 we took this additional farm of four acres. Until the year 1887 we were able to pay all our debts. Some of the people who supplied us with meat, coals, and so on, arranged that, as the Counties and Treasury did not pay us sometimes for one-and-a-half years after we had expended our money, they would be satisfied to receive payment every half year, and if they did not they could add five per cent. It was considered to be a useful arrangement, and so we were able to wait until the Counties and Treasury would pay us. The Treasury pays about four months after we have expended our money, and the Counties pay one and a half years after we have expended our money. When the Industrial Schools were established they picked up at an earlier age those who would be of the criminal classes, and simply by the action of the Industrial Schools the Reformatory Schools were diminished in number. Decreasing gradually, our boys came down in the year 1890 to only fourteen. During the years from 1887, owing to the diminution of the numbers, we were obliged to incur debts; we knew we had this property, and on the faith of this we borrowed £400 at one time. It was counted as a property we had received in subscriptions, and that it was legitimately ours. We were then about to sell it when the Charitable Commissioners interposed, and said that it was not possible to sell without their permission. This was, of course, conceded, and the property was sold for £300, and paying what was due for ground rent at the time, realised £254 net. With this we thought to pay all that was due by us on the part of Rehoboth, and that there would be some margin to help the Girls' School; but there has been a difficulty with the Charitable Commissioners so far, and we hope that by means of a representation from this Commission they will be induced to yield that point, and to enable us to pay our debts. The debts on Rehoboth amount to £237, and, in the meantime, as we were not able to assist the Cork Street School for Girls, debts have been incurred on it of £211, so that while there is due to us at the present time from the Counties and Treasury £82, we would have on the whole to apply to the public and our friends for a debt of about £100, which, after over thirty years' management, is not a very great deal. I have been official manager since 1859 of both Schools. The Treasury won't deal with a committee; they require one member to accredit himself as official manager, to him the accounts are paid, and he renders an account to the Treasury. That account has been furnished year after year, and as we have no receipts from the Treasury, they audit themselves. I applied to Sir Rowland Blennerhasset for a statement regarding our work, and he writes:— Nov. 19, 1892.

"DEAR CANON MONAHAN,—In compliance with your letter of the 17th inst., I have much pleasure in testifying that the accounts for care and maintenance in Rehoboth and Cork Street Reformatories as rendered to Her Majesty's Treasury and to the Grand Juries have always passed through this office, where they were duly audited and certified for payment."

619. Lord Justice FITZGIBBON.—I presume those accounts only include cash received and cash expended?—Exactly.

620. And did not include a statement of outstanding liabilities?—No. In some cases where there was a pressure I paid the accounts myself, and it was afterwards reimbursed as money came in from the Counties.

621. I find in the minutes:

"On July 24, 1890, Dr. Monahan submitted a statement with reference to Rehoboth, of which the following is an abstract:—Due to Rehoboth from Corporation and Counties, £76 0*s.* 8*d.*; due to Cork Street, £62 10*s.* 2*d.*, making together £138 10*s.* 10*d.* To credit in Bank, £111 0*s.* 3*d.*; Treasury to 31st June, £6 0*s.* 6*d.*, making £254 11*s.* 7*d.*, value of crops, £23 10*s.* 0*d.*,—£278 1*s.* 7*d.*"

That is the total amount of assets of both institutions. At the opposite side is put down—Liabilities to end of July, Rehoboth, £296 9*s.* 9*d.*; Cork Street, £111 0*s.* 1*d.*, making a total of £400 9*s.* 10*d.* That is to say the assets were then £278 1*s.* 7*d.*; the liabilities, £400 9*s.* 10*d.*, leaving a deficit or total liability at that time of £122 8*s.* 3*d.* On the face of that report the liabilities put down for Rehoboth of £296 9*s.* 9*d.* should be diminished by the £76 0*s.* 8*d.* due to Rehoboth, and by whatever proportion of the other assets which belong to Rehoboth, but it does not appear that the total liability of the two institutions treated as one was more than £123.

Rev. Dr. *Monahan.*—If we had the value of our property we would be about £100 in debt.

622. Lord Justice FITZGIBBON.—This account of 1890 takes no credit for the value of property. The assets consist entirely of money due from the Corporation and the Counties, money in the Bank, and the value of crops.

Rev. *R. G. Webster.*—We have been working the Institution ever since, and the income has not met the expenditure. Two members of the committee assisted Dr. Monahan in going over the accounts ten days ago, and we made out exactly according to the vouchers what our liabilities are at present. In round numbers, the debts due on Rehoboth are £237, and the debts due on Cork Street are £211, making a total of debts of £448. Dr. Monahan in mentioning £100 odd has taken credit for the money in the hands of the Charity Commissioners.

623. Lord Justice FITZGIBBON.—But this minute of July 24, 1890, goes on:—

"The following resolutions were unanimously adopted: That the official manager be authorised to make the arrangements necessary for closing the Rehoboth Reformatory, and having the licence cancelled, and then to discharge the boys who deserve it, and the trustees are authorised to dispose of the premises either by sale or letting, and are requested to obtain a loan of, say £200, to cover what debts may have been incurred during the time the land was unproductive."

The liability ought not to have been increased since.

Rev. *R. G. Webster.*—It was since that date the Reformatory was sold and the money got into the hands of the Charity Commissioners, and they would not let it it go on the ground that they had no power to do so.

624. Dr. TRAILL.—How did it get into their hands?

Rev. *R. G. Webster.*—Because the Trustees had no power to sell without the permission of the Charity Commissioners, and we are informed they are perfectly willing to pay the money, but they feel they have no power.

625. Is it properly payable out of the Endowment?

Nov. 19, 1892.

Rev. *R. G. Webster.*—If debts are incurred in the ordinary working of the Institution, are they not properly payable?

626. Lord Justice FitzGibbon.—You must remember that our function is to make arrangements for the future management of Endowments. If this money, in the hands of the Commissioners of Charitable Donations and Bequests, is not sufficient to pay the debts, and if they ought to be paid out of it, there could not be a Scheme for the future management of that. What application have you made to the Charitable Donation Commissioners to authorize the application of this money to discharge the liabilities?

Rev. *R. G. Webster.*—They were requested to hand over the money for the payment of the liabilities, and we were informed that they had no power to do it under their own Acts.

627. Monsignor Molloy.—What do you ask us to do?

Rev. *R. G. Webster.*—To give us a Scheme that will enable the Charity Commissioners to give us over the money.

628. The only thing we can do is to give you a Scheme for the management of an Endowment, and the Endowment, from what you state, seems to be a negative quantity.

Rev. *R. G. Webster.*—It is not a Scheme to close Rehoboth, it is a Scheme to carry on an Institution which up to this has been carried on under two forms, we want to carry it on under one.

629. Your liabilities are £448; to meet that you have £82 due by the Treasury; what else have you?

Rev. *R. G. Webster.*—A small sum in bank.

630. We make out £254 Government Stock, and an annual sum of £18 9*s.* 3*d.*; is there anything else?

Rev. *A. L. Elliott.*—There is the building in Cork Street.

631. Lord Justice FitzGibbon.—That raises the same question as there was about Rehoboth, and certainly when this Scheme was published, I was under the impression that you had some margin of Endowment over and above the payment of these debts, something that would be in future available. The buildings in Cork Street now, just as the premises at Rehoboth formerly, are in the nature of capital, which the Committee would have no power to charge for current expenditure or debts of that kind. You said that you had made up an account; could you give us the details?

Rev. *R. G. Webster.*—Here are the details (*produced*) of Cork Street and Rehoboth

632. Rehoboth—Coal, December, 1887, to February, 1891. Did you not part with it until February, 1891?

Rev. Dr. *Monahan.*—We were still holding on, expecting to be permitted to sell it.

633. £147 11*s.* 9*d.*, which includes £21 19*s.* 6*d.*, for three and a half years interest at 5 per cent. Then the butcher, £15 7*s.* 6*d.*; seeds, £18 2*s.* 10*d.*; one year's rent—I thought you said the rent had been deducted from the purchase money?

Rev. *R. G. Webster.*—Ground rent was deducted.

Rev. Dr. *Monahan.*—The rent due is for the additional farm; the ground rent of the house was paid.

634. Have you surrendered the farm?

Rev. Dr. *Monahan.*—Yes, and they are waiting very kindly.

635. Dr. Traill.—Did you get any compensation for giving it up?

Rev. Dr. *Monahan.*—No.

636. No tenant-right?—No.

637. Lord Justice FitzGibbon.—This account makes altogether £237 13*s.* 4*d.*, of which in round numbers £90 is for other things than coal—is this all due by Rehoboth?

Rev. *R. G. Webster.*—That is all that is due on Rehoboth.

638. Have you made an agreement to pay 5 per cent. on this coal account?

Rev. *R. G. Webster.*—No, we have not, but it is only what would be reasonable.

639. Monsignor Molloy.—Could you sell the Cork Street premises?

Rev. Dr. *Monahan.*—That would not be desired.

Rev. *R. G. Webster.*—We intend to keep that on, it is the only Protestant Female Reformatory in Ireland at present; there is another Protestant Male Reformatory in Belfast to which the few remaining boys in Rehoboth were transferred.

640. How do you propose to pay your debts?

Rev. Dr. *Monahan.*—By an appeal to the public.

641. Dr. Traill.—If you get the £254 will you be able to collect the rest?

Rev. Dr. *Monahan.*—I have no doubt we should.

Rev. *R. G. Webster.*—The public have not been asked to subscribe to it for twenty years.

642. Monsignor Molloy.—If you had your debts paid, your buildings would constitute an Endowment; but so long as your debts are equal to the value of your buildings you don't appear to have any Endowment.

Rev. *A. L. Elliott.*—That is the case exactly.

643. If you were sold out at present, what would be your net produce?

Rev. *R. G. Webster.*—It would be negative.

644. Your Endowment appears to me to depend on the success of a collection.

Rev. Dr. *Monahan.*—This is the only Reformatory for Protestant Females in Ireland, we never had from the first more than 18 pupils in the Reformatory from the whole of Ireland. It could not be self-supporting; at the present time we have seven girls out of the whole of Ireland; it seems to be absolutely necessary, even for the benefit of the Industrial schools; the largest number that we have had in that school for several years back have been those who were unmanageable in Industrial Schools, and were sent here to a sort of penal settlement. So it becomes absolutely necessary that that Institution should be maintained even for the sake of the Industrial Schools.

645. Monsignor Molloy. — If you are able to maintain it.

Rev. Dr. *Monahan.*—If we are able to maintain it, and I have no doubt of that, once an appeal is made to the Protestant public, and to the Roman Catholic public, for in the first instance they kindly contributed as well as the Protestants to the establishment of these Schools.

646. Lord Justice FitzGibbon.—Where are the bills for Cork Street?

Rev. Dr. *Monahan.*—Here (*produced*).

647. These are not of so long standing as the others: grocery bills, £23, bread; what is this £35 rent, I see a query opposite it?

Rev. *R. G. Webster.*—We queried it because it was for two scattered half years.

648. I see you have been getting into law costs with your butcher, £9 3*s.* 7*d.*, and you owe for repairs, clothing, maintenance, salary, and incidental expenses. Did the butcher get a decree against you?

Rev. Dr. *Monahan.*—I was sued in the Recorder's Court as the person liable; the Recorder declared that I was not accountable for any such debt, but at the conclusion of it he threw out the suggestion that the committee might be sued. That was immediately taken advantage of, and writs were issued against every member of the committee. I thought it was a pity to have such a matter occurring, and I gave a cheque for the amount both of the debt and the law costs, and in that way I have paid £66 myself of this very debt.

Rev. *R. G. Webster.*—With reference to the point raised by Monsignor Molloy, the Burroughs annuity would be considered an Endowment, £18 a year.

Lord Justice FitzGibbon.—You could not sell that.

649. Monsignor Molloy.—That annuity and the buildings really constitute your Endowment; but can you clear yourselves from debt?

Rev. *R. G. Webster.*—Not without a collection.

650. Lord Justice FITZGIBBON.—What is the title to the premises of the Girls' School ?

Rev. Dr. *Monahan.*—It is a lease for 99 years at the yearly rent of £35. And we added very largely to the premises so as to accommodate what we expected would be the number of girls from the whole of Ireland.

651. Dr. TRAILL.—How much do you get from the Government for the children in the School ?

Rev. Dr. *Monahan.*—6*s.* per head per week. The Government say in effect : "Gentlemen if you are so philanthropic as to think that you save these young people from the contamination there might be in prison we will pay you the amount their food will cost but nothing more, you must provide a matron and teachers and everything else."

652. Do the Grand Jury give you anything ?—The Grand Juries give 2*s.* 6*d.* a week also.

653. Lord Justice FITZGIBBON.—You get 8*s.* 6*s.* a head for each child. That would be sufficient to feed and keep them and leave a profit if you had hundreds of them, but when it comes to numbers like 20 or 30 it does not pay.

Rev. *R. G. Webster.*—At present there are only 7.

654. Dr. TRAILL.—You have to keep a cook and a matron ?

Rev. *R. G. Webster.*—Two matrons.

Rev. Dr. *Monahan.*—And a schoolmistress. The Government Inspector comes to examine the children and see they are well taught, besides our own Inspectors.

655. Lord Justice FITZGIBBON.—For the purpose of calculating your condition, you must exclude premises, they are capital that cannot be applied for the payment of current expenses, and furthermore they cannot be legally charged for current expenses, a mortgage for example by your committee on your buildings to pay the butcher or the baker, I apprehend, would not hold water in Chancery.

Rev. *R. G. Webster.*—Suppose it was decided not to keep open even the Female Reformatory ?

656. Then you would wind yourselves up. Nobody is bound to continue to carry on a thing of this kind, but you would find yourselves obliged to pay your debts by money you would collect. You could not sell your premises for no one would buy them unless you could make title to sell them. That is the principle that has been applied by the Commissioners of Charitable Donations and Bequests to this money that represents Rehoboth, the capital has been turned into cash, but the cash still represents capital, and there is always very great difficulty in law in charging current expenses upon the capital of a charity.

Rev. *R. G. Webster.*—This capital was formed by subscription.

657. No doubt, but the subscriptions were given not to pay current expenses, but to acquire the buildings.

Rev. Dr. *Monahan.*—The subscriptions continued until 1871.

658. I don't want to be a Job's comforter, but I must tell you how the thing stands in point of law. Being trustees of buildings for a charitable institution, you have done as many charitable people have done before, you have out-run the constable, and you cannot sell the buildings to pay your debts, you must raise money in some other way.

Rev. *R. G. Webster.*—Can we not sell the buildings if you give us a Scheme for the purpose ?

659. That is another question. I am speaking of your legal position apart from a Scheme. I was in hopes when we took up this Scheme, that if this money was made available for the payment of your liabilities under certain restrictions, something would have remained over for Cork Street. If so, it might be better to give you a clean sheet and let you begin again, if we could see our way to putting the school on a permanent basis. But our jurisdiction would be more than doubtful if the Scheme resolved itself into a Scheme to turn all your existing property into a fund for paying a past debt.

Rev. *A. L. Elliott.*—That is not our position exactly, there are two parts of one Institution, the Male and the Female, the Male part has been brought to a close, but we are very anxious to keep on the other half, that is the Female. We have the buildings in Cork Street, a going concern, and we have an annuity which could hardly be alienated from that purpose. We come to you telling you we are in a difficult position, because there is a large debt hanging over the remaining part of the concern ; we ask you then to put it in such a way that we can get that £254 so as to pay off liabilities, the remaining part of the liabilities being paid off by our raising subscriptions, which it would be quite possible for us to do. Then we shall take up the Cork Street Institution with its buildings and Endowment of so much a year, and we look forward to collect subscriptions to make up the balance.

660. I should be very willing to do everything I could to keep up Cork Street as a going concern. We are not a winding-up body, we have no jurisdiction to decide whether former payments were properly made or not, we can only try to do something which will make the Endowment useful in future. The first thing to be done with a view of making a Scheme to carry on Cork Street, is to see what Cork Street has. It has the buildings, and I don't think the Committee could legally charge these debts on the School premises. The Committee must provide for the payment of the liabilities, but they cannot touch the corpus of the fund to pay liabilities incurred in the annual and current management of the charge. This annuity of £18 is in the same position, you cannot anticipate or charge it or put any debts upon it. Possibly a creditor might be able by legal proceedings, to get a receiver appointed over it but the Trustees could not legally charge it with their past debts ; therefore, you have the Cork Street premises and this £18 odd a year as an Endowment for the future management of which we could settle a Scheme. But we now find that you are embarrassed with debts, and there is £254 available as capital from Rehoboth. I should be very glad, if I could, to let Rehoboth wind itself up, so to speak, and to pay off the Rehoboth debts out of that money, and allow the balance to be used for the purpose of keeping the Cork Street concern to go on, but now it seems clear that even if we applied the whole of that money to discharge debts, then you would still be in debt, and we should have no guarantee that there would be anything available in future. Your seven children cannot really pay your expenses, yet you are not collecting any money to keep the thing going.

Rev. *R. G. Webster.*—Not now.

Rev. *A. L. Elliott.*—We are waiting for you.

661. You must understand the position ; you are waiting for us to release £254 towards bringing you to the surface of the water, but if we give you the £254 and you spent it, you would be under water still.

Rev. Dr. *Monahan.*—We purpose immediately to issue an appeal.

661A. Dr. TRAILL.—How would it do to put in a clause that on the raising of a certain adequate figure by the public the Charitable Bequest Commissioners should to able to release a portion of this ; they might release £200 if £200 were put down.

Lord Justice FITZGIBBON.—It must come in the end to something of that kind, we could not name any fixed sum, but on being satisfied that the Cork Street buildings and annuity were clear, all but £254, the £254 might then be applied to pay the balance, but at present the £254 would simply wipe out £254 of debt, and leave you still with no income and in debt.

Nov. 19, 1892.

662. Monsignor MOLLOY.—Can you make an arrangement by which you would collect the balance between £254 and what you owe, before the Scheme comes into operation?

Rev. Dr. *Monahan.*—That I think would be very possible.

Lord Justice FITZGIBBON.—The Scheme could be used as an inducement to people to subscribe.

663. Monsignor MOLLOY.—I think what Mr. Elliott says is a very fair view of the case, that we might regard the produce of the Rehoboth buildings as being available for carrying on the work in Cork-street, because the two establishments were branches of one and the same institution. But you must show us that if you got a Scheme, you would be able to carry on the institution; and we cannot see any reasonable hope of that, unless you could pay your debts in case you got the £254.

664. Lord Justice FITZGIBBON.—Now let me ask a practical question. How are you to pay this week's bills?

Rev. Dr. *Monahan.*—By my help, I suppose.

665. It is unfair to you that you should be put under this expense, but so far as you don't personally bear it, you are running up debts?

Rev. Dr. *Monahan.*—We propose immediately to issue an appeal to our friends, and feel certain that we will obtain help, but we are anxious if possible to have the sanction of this Scheme.

666. Could you tell me what was your total expenditure for the last twelve months, for which you have made up your accounts?

Dr. TRAILL.—Have you no balance sheet each year?

Rev. Dr. *Monahan.*—No, we have had no occasion for any, we furnish a statement to the Treasury.

667. Lord Justice FITZGIBBON.—What does that statement show?

Rev. Dr. *Monahan.*—Every morsel of expenditure for the year.

668. Every morsel of expenditure actually paid, but not the debts unpaid—any gentleman could show a beautiful balance sheet, if he left out his debts.

Rev. *A. L. Elliott.*—It is only right to say that, as between Dr. Monahan and the authorities, the committee have not taken any part.

669. His accounts shows that he has expended on the institution the money he got from the Government, but that is perfectly consistent with his spending money of his own in addition or running into debt. The first thing you must do, apart from the Government or anybody else, is to draw a line at some date, balance your accounts, and keep full accounts of expenditure and income from that date, including your liabilities as well as your payments. The very first step to even preparing a Scheme is that you should do that. You have got materials for it now in these bills.

Dr. TRAILL.—You had better ask the public for £300.

Lord Justice FITZGIBBON—I don't think £300 would be enough. I don't want to bring you up to the surface, give you a mouthful of fresh air, and then let you go down again. The bills are going on all this time.

Dr. TRAILL.—It is better to take the debts as £448, subtract £254 from that, and you have £194, £194 is what you must raise.

670. Lord Justice FITZGIBBON.—That is what they must raise to-day to leave themselves even, but observe they are getting 8*s.* 6*d.* a head on seven girls, that is £3 a week, £156 a year, then there is the annuity, making the total income about £175 a year, and no more. Now, what is your expenditure?—First, £35 for rent.

Rev. *R. G. Webster.*—£5 a month for the matron.

671. £60 a year?

Rev. *A. L. Elliott.*—That would be subject to revision, it is altogether too high.

Rev. Dr. *Monahan.*—That was fixed when there was a larger number.

672. Lord Justice FITZGIBBON.—Then you have a schoolmistress,— is she resident?

Rev. Dr. *Monahan.*—Yes, £30 a year.

673. What servants have you got?—None whatever.

674. Then these two people are the only staff?—The only staff.

675. Dr. TRAILL.—Is the matron kept and fed besides her salary of £60?

Rev. *R. G. Webster.*—Yes.

676. Lord Justice FITZGIBBON.—I will put down £25 for the keep of the matron.

Rev. *R. G. Webster.*—I don't think it would cost as much as that.

677. We will put the two down at £20 each, you won't do it for less than that. The way the figures stand is this, you have to pay £35 for rent, £60 salary for the matron, £30 salary for the schoolmistress, £20 a year apiece for the keep of these two ladies, making altogether £165 a year, with an income of £175, and there remains to be paid the keep and clothing of the children.

Rev. *R. G. Webster.*—You won't do that under £12 a year each.

677A. I should put them down at £15 a year apiece, that is £105 and you have still to pay for the repairs of the building, coal, light, and incidentals of every kind.

Dr. TRAILL.—The coal bill seems very heavy, especially if there is interest on it.

678. Lord Justice FITZGIBBON.—You will never be able to keep this place up with any sort of permanent security unless you raise £150 a year, at least, in addition to the amount required now to pay your debts.

Rev. *R. G. Webster.*—There are certain members of the committee who will be prepared to consider whether it is worth spending £150 a year in addition to what we receive from the Government on six or seven girls.

679. On the other hand there is no other Protestant Reformatory School for girls, and if this is closed they must go to prison, and the refractory girls must remain in industrial schools.

Rev. Dr. *Monahan.*—On one occasion we took six girls from one Industrial School, where they had been entirely unmanageable.

Rev. *R. G. Webster.*—The committee were informed by more than one member of the Charity Commission that the Commissioners were prepared to give us the money if they had the power. They saw the justice of our case, and this Commission has the power.

680. Lord Justice FITZGIBBON.—We have the power of extending the usefulness of endowments for the future, that is our only duty, and so far as we can exercise that power you may take it for granted that we are willing to do it.

Rev. *R. G. Webster.*—Then the only thing for you to consider is whether it is for the good of the public that there should be a Female Reformatory.

681. Monsignor MOLLOY.—No, but whether you have a reasonable hope of being able to carry on a Female Reformatory. I think the best guarantee of that would be if you get the public to subscribe as much money as will give you a clear balance sheet to begin with.

Rev. Dr. *Monahan.*—I am quite sure that if we had the help of the Scheme, before it would come into operation in six months hence, we would have cleared off every penny of our debts.

682. Lord Justice FITZGIBBON.—Now, I will just tell you the way your position strikes us here, and I will state it in a shape that you may take as official, and which, I think, ought to assist you, if you desire to carry on the School. If your intention is to wind-up the affairs of both the Rehoboth School and the Cork

Street School, and to discharge the liabilities of the two Institutions, when so wound-up and brought to an end, out of their capital, that is not an object that comes within our Act at all. The right to spend capital in discharge of past liabilities, the process of winding up an Institution, the power to determine whether these things can be done or not, are matters not within our jurisdiction. They rest with the Commissioners of Donations and Bequests, or the Court of Chancery, and from the frame of our Statute, we could not interfere at all for the purpose of assisting to wind up an Institution, which was to cease to be an Educational Endowment. Our Act was passed, on the contrary, to provide for the future government and management of continuing Endowments. Therefore, if your determination should be that it is not expedient to continue the Cork Street School, and that it is necessary to wind it up, with every desire to assist you we have no power to do so, and we could go no further in the matter. If, on the other hand, on consideration of all the circumstances, you come to the conclusion that from the point of view both of charity and of prudence it is desirable to make an attempt to continue the Cork Street School, we will then do all that is in our power to assist you to make the Cork Street School a maintainable Institution, and to aid you with the money that is in the hands of the Charitable Donations and Bequests Commissioners derived from the Rehoboth School, which has been closed. But before it is possible to regard the Cork Street School as at all likely to live, it would be absolutely necessary that the premises and the annuity of £20 Irish should be discharged from debts and liabilities, and that, in addition to the Government allowances, a reasonable sum of money should be available as annual income in the future. No source is suggested for such a sum except the benevolence of the public. It has been absolutely necessary, though you don't seem to have realised it, for a number of years back, that an annual income should be derived from outside sources in the shape of voluntary subscriptions, as you have no Endowment beyond the £20 Irish, and the buildings, and the Government payments, all wholly insufficient in the case of so small a school. Therefore the first condition for the formation of a Scheme under the jurisdiction we possess is that you should raise a considerable sum of money. No one can assure you that you will have a permanent income, but we are perfectly willing to act in your case as we have done in many other charitable cases, upon the assumption that if people have subscribed in the past they will subscribe in the future, and that buildings, which can only be maintained by annual subscriptions, may be an Endowment for which it is both possible and useful to frame a Scheme. But before you can reach that position you must get rid of your liabilities, and on that point we may be able to help you, besides giving you a constitution for the future. The present liabilities are at least £450, and the only money that is available towards meeting those is the £254 Government Stock, whatever dividends are accruing thereon, and £82 due by the Treasury, leaving a deficit of, say, £120. But during all the time of your making any collection, and getting your feet under you as a self-supporting body, the bills are running on, the children have to be fed, and the salaries paid; and, therefore, there can be no doubt that even the £300 which Dr. Traill mentioned, would barely make a line ball for you to start with after you had got the £254. Now, I have already told you that we have no jurisdiction to pay the £254 for the debts of a deceased or dying Institution. I am not saying that you could not do it, or that you have no right to do it, but it is not within our duty to do it for you. On the other hand, we can apply the money to facilitate the maintenance or to increase the stability of the Cork Street School. But you must make out for the public, if not for us, a clear statement of your pecuniary position in a form that would pass an ordinary accountant, and then we can modify this Scheme. If the adverse balance is all discharged except £254 4*s.* 8*d.*, and if you show that you have not incurred any further liability, but have paid your way, then we can put in a power which would enable the Commissioners of Charitable Donations and Bequests to apply the £254, not for the purpose of winding up an old Institution, but for the purpose of relieving, from so much of its liabilities, an Institution which it is desired to keep up. You must feel yourselves that the position of the manager and committee is one of very great difficulty; it is not of our making, but principally arises, I would say, from not having kept accounts showing liabilities as well as expenditure. A clergyman is not always able to keep accounts, and charity accounts are more liable, perhaps, to get into messes than other accounts, but the sooner that is stopped the better. You must have your accounts put into a proper state, and fix some date from which you will start with your expenditure and receipts. The balance will necessarily be adverse, and that balance we must show on the face of the Scheme, and we must provide that it is to be so far reduced before you get any money from the Commissioners of Charitable Donations and Bequests, that the fund in their hands will completely clear the Cork Street School.

Rev. Dr. *Monahan.*—Here is the balance sheet when we were able to pay, and did pay everything.

683. That was in 1883, but what has gone wrong since is very plain, the schedule of payments and liabilities has included only moneys actually paid, but there have not been included debts that were accruing.

Rev. Dr. *Monahan.*—There is the heading of "Borrowed Money."

684. Yes, but the unpaid bills do not appear, and an Institution of the kind, if it was managed on business principles, ought to pay its bills at least every quarter.

Rev. Dr. *Monahan.*—And so we did.

Rev. *A. L. Elliott.*—As one of the ordinary members of the committee I should like to say that these transactions have been done by Dr. Monahan without consulting the committee, and the question of the responsibility of individual members of the committee is entirely open.

685. Lord Justice FitzGibbon.—That question we cannot enter into, but even being nominally on the committee involves great risk of liability if the accounts are not properly kept. Do you think we could do anything more for you?

Rev. *R. G. Webster.*—From what period ought we to start?

686. I would strongly advise you to balance your accounts on not later than the 31st of December.

Rev. *R. G. Webster.*—We have made up this account to the 31st of October.

Rev. *A. L. Elliott.*—But that is only one side of the account, what is due to us is not included in that at all.

687. Lord Justice FitzGibbon.—In trying to make out how you stand we have taken all the figures as we got them from you. There is only £80 coming in to you, on the other hand there is £450 due, and, therefore, if you don't get the £254, you would be under water about £370. Money must be got somewhere; the only place suggested where it can be got is from benevolent people who will pay your debts for you, and the only way you can induce people to help you is by showing an account of what your debts are, and what you are going to do when you have paid them off. You can put into your appeal a statement of what I have told you now, that your receiving any relief from any action of ours must be dependent upon your showing that you can keep the Reformatory School open for girls in the future. If you are able to do that, the demand on the public for past liabilities will be relieved to the extent of £254 if the other

Nov. 19, 1892.

authorities concerned in passing our Scheme don't throw it out.

Rev. *R. G. Webster*— You say that we must have a clear balance sheet, may we take the 31st of October ?

Lord Justice FITZGIBBON.—That will be a very good date, but you must carry on the account of current expenditure. Show exactly how much money on October 31st would have enabled you to pay 20*s.* in the £1 without taking into account the capital value of the buildings. You must publish that when you appeal for money, and from that date in a current account you must put down all you expend and all you receive.

688. Dr. TRAILL.—Could you not add to your accounts up to the 31st of October, at least an estimate of what the Institution would require during the time this is hanging on, or at all events to the 31st of December ?

Lord Justice FITZGIBBON.—There is another very serious matter which you should look into at once. Your current expenditure is every day increasing ; your liabilities and the amount of salaries and outlay is far beyond your income. It may be unplesant to cut down the pay of people in your service, but on the other hand you cannot pay what you have not got.

Rev. Dr. *Monahan.*—We are obliged to expend money long before it is paid to us.

689. No doubt, that is one of the difficulties of the case, but the Government money that is coming in is only, as far as I can make out, about 5*s.* in the £1 of what you are spending or rendering yourselves liable for.

Rev. *T. Long.*—Won't it be six months before you will do anything for us ?

690. The Scheme cannot come into force for nearly six months, but that six months is the time during which you must comply with the condition of raising money to keep the place going, so there is no loss of time over the Scheme. You cannot get the £254 for six months, nor even at the end of six months, unless you are then in a position to carry on the School, and it will take you a long time, I am afraid, to get the legs under this Institution.

Monsignor MOLLOY.—If they set about it energetically, they will do it either in six months, or not at all.

691. Lord Justice FITZGIBBON.—Dr. Andrew, you are a business man, do you understand how it must be set about ?

Dr. *Andrew.*—Yes, I understand.

Lord Justice FITZGIBBON.—We can only help you to the extent of about ten shillings in the pound.

692. Dr TRAILL.—Why don't you put more laymen on the committee ?

Rev. *R. G. Webster.*—The entire of the work has been in the hands of Dr. Monahan, who has had a great deal of trouble, and these committees were merely nominal committees assisting Dr. Monahan in drawing cheques.

693. Lord Justice FITZGIBBON.—You must be very cautious in ascertaining that in any statement you take down you don't forget any bills. It is a very difficult thing for people living from hand to mouth to know all their liabilities. I think it would be wise for you not to have the Scheme signed until you see how far you are going to succeed with this effort to raise money ; if you could get one or two laymen to take an interest in trying to get you out of this mess, they would be very useful people to put on your Governing Body.

Rev. *R. G. Webster.*—I noted one or two small points in the Scheme.

694. Lord Justice FITZGIBBON.—We will consider them. As to the liabilities "properly payable out of the Endowment," we must ascertain and declare on the face of the Scheme itself, that so much money was due on the 31st of October, 1892, and provide that, out of that money, £254 may be discharged by the Commissioners of Charitable Donations and Bequests, on their being satisfied, within a fixed period, that the balance has been paid off. The other amendments suggested you can have if you like.

The Sitting then concluded.

Dec. 16, 1892.

PUBLIC SITTING—FRIDAY, DECEMBER 16, 1892.

At the Schoolhouse, Kilmeague.

Present:—ANTHONY TRAILL, Esq., LL.D., M.D., F.T.C.D.; and the Rev. H. B. WILSON, D.D., Assistant Commissioners.

F. REDMOND, B.A., Assistant Secretary, was in attendance.

SCHEME No. 131.—THE KILMEAGUE SCHOOL AND PERCEVAL ENDOWMENT.

(OBJECTIONS AND AMENDMENTS.)

Mr. *William Fry*, Junr., Solicitor, appeared for Rev. *George Garrett*, Incumbent of Kilmeague, and Surgeon *W. I. Wheeler*, the Trustees ; Mr. *Henry*, Solicitor, appeared for the objectors to the Draft Scheme.

695. Dr. TRAILL said—I am sorry that Lord Justice FitzGibbon and Mr Justice O'Brien have been unable to come down. Dr Wilson and myself appear to-day on behalf of the Commission to consider the objections that have been lodged with us against the Scheme which the Commissioners have already published for this Endowment. The first inquiry you will remember was at a public sitting held in Dublin on the 13th October, 1891. On that occasion we took the evidence of various witnesses, and Mr. William Fry, Solicitor, appeared for the Rev. Mr. Garrett, the manager of the school, and Mr. Stanuell, Solicitor, appeared for the parishioners. It is not necessary for me to go into the history of the Endowment which was entered upon at the previous inquiry. Our special business to-day is to consider the objections that have been lodged on behalf of certain parishioners, principally on one or two points. One question raised by the objectors is as to the suitability of the building in which we are now sitting for the new school. There is another question as to the suitability of the old schoolhouse in the event of the Commissioners being allowed to spend money on it and remodel it. We all thought that without a personal visit to the place we could hardly form an opinion on these points. There are three objections. The first is from certain parishioners of the parish of Kilmeague who have signed the objection, namely, Joseph Lazenby, Churchwarden, and Francis Hill, George Lowe, William Hemingway, Samuel Strong, William Thornton, Joseph Carter,

Thomas H. Wilson, William Spooner, Samuel T. Carter, Robert Spooner, William Price, William Curtis, John Finnamore, and William Tyrrell, parishioners. The second objection is a short one from Dr. Wheeler, who says :—

"Before I can accept the proposed Scheme, I must request that it will be altered into conformity with the Clane Scheme which I expressed myself ready to adopt."

The third objection is from the Rev. George Garrett, the Rector of Kilmeague, who says ;—

"I think it would be desirable that the parishioners of Kilmeague be united and encouraged to subscribe to the funds of the School as a condition for having the representation on the Governing Body asked for by Mr. Stanuell. By making this slight alteration in the proposed Scheme it will be brought, too, practically into conformity with the Clane Scheme which Mr Wheeler, my co-trustee, expressed himself willing to accept."

These last two objections don't deal with the real substance of the dispute which appears from the objection of the parishioners. They allege that this building, in which we are at present, is unsuitable for a school (1) because the situation is cold and exposed; (2) because the sanitary conditions are very unsatisfactory ; (3) because there is not a supply of water ; (4) because there is not space for a playground ; and (5) because the premises are subject to a considerable headrent. The objections state that if the School be removed from the old schoolhouse premises, very many of the parishioners will not send their children to the school for all or some of the reasons aforesaid. They allege that the old schoolhouse is more suitable in every way than the proposed new schoolhouse, and with a small outlay, which the parishioners are willing to expend, would be quite adequate for the needs of the district. It is more conveniently situated for the general body of parishioners and more likely to be availed of. There is sufficient ground round it for the purposes of a school and recreation grounds, and the premises are free of rent. The objectors also allege that the agreement of the 9th of July, 1891, recited in the Scheme, is now incapable of being carried out, as the yearly tenant referred to therein has had a fair rent of his holding fixed by the Irish Land Commission, and has stated his refusal to give up any part of the lands adjoining the new schoolhouse. Without the portion of land referred to in the said agreement, the new schoolhouse would be most unsuitable, even if no other suitable site were available. The objectors also object to so much of the Scheme as requires a payment of £10 per annum as a condition for representation of the Select Vestry on the Board. They also object to the appointment of William Ireland Wheeler, Esq., as a Governor for his life, as they fail to see what benefit he has conferred on the Endowment. In the opinion of the objectors, the removal of the School to the new premises can only result in loss to the Endowment, and injury to the educational efficiency thereof. Mr. Henry, as you appear for the objectors, the most convenient course would be for you to state anything that you have got to say on their behalf, and then to examine your witnesses to whom Mr. Fry and Mr. Garrett can put any questions they may think proper. Dec. 16, 1892

Mr. *Henry*.—I would be glad to know what line you wish me to take.

696. Dr. TRAILL.—Lord Justice FitzGibbon thinks the points to be brought out are—the suitability of the present site ; the inclination of the County Court Judge to accede to the application for a playground—he has reserved his decision, and whether the Scheme is or is not to wait on him is a matter we don't know ; the number of children the fifteen objectors have, and are sending to the school ; and the position of the objectors with regard to the school.

Mr *Henry*.—I shall call evidence at once.

William Curtis sworn and examined.

William Curtis.

697. Mr. *Henry*.—Have you given evidence before the Commission already ?—No.

698. Do you reside in the village of Kilmeague ?—Yes.

699. You have known this old schoolhouse for a great number of years ?—I have.

700. Were you educated yourself in the School ?—I was.

701. You had nothing to complain of in the matter of the condition of the School ?—Nothing whatever—never.

702. Did you ever hear any complaints arising from the unsanitary condition of the schoolhouse ?—Never, during my time. It is in better order now than it was then—far better.

703. Was there much sickness amongst the children all that time ?—Never any sickness.

704. About how many children were there on the roll at the time you were there ?—Well, I think there must have been close to seventy children going at that time. There was a very large number—much larger than is going at the present time.

705. There were no closets there at that time ?—It was after I went that the closets were built.

706. What was this house built for ?—This is a Petty Sessions House. Originally it was a Methodist Meetinghouse.

707. And then it was taken over as a Petty Sessions Court ?—Taken over by the landlord for a Petty Sessions Court.

708. Of course you are thoroughly acquainted with the effect of the climate here ?—Yes, the coldest part of the place is this on the top of the hill. The east winds here are very severe.

709. Have you heard people complaining of the cold to a considerable extent ?—I have, I heard all the parents complaining of the children being cold, and getting colds in this exposed place.

710. You see the arrangements that are made for sanitary purposes here ?—Indeed I do—extraordinary arrangements, certainly.

711. What is the nearest point from which water can be obtained here ?—Some place below the old schoolhouse. There is a pump in the village. It belongs to the landlord, and is for the use of the houses.

712. Where is it ?—At the back of the house in the street.

713. On the right hand side as you go down the street. I mean the row of houses in the town ?—Yes, but that pump is very often dry for two months and there is no water nearer than over twenty perches from the old schoolhouse—no other water available.

714. I understand that when the school was opened here at first there was a space at the other side of the road that was used by the children as a recreation ground ? Yes, Dr. Wheeler paid rent there for a couple of months, but he got tired of it. Is that playground given up ?—Yes.

715. Who is in possession of it now ?—Mr. Channell, the Petty Sessions Clerk.

716. So that there is no playground except the street in front here ?—No.

717. From your experience of the weather do you think it at all a suitable place for a playground ?—It is quite the contrary ; it is not at all suitable.

718. If they got a portion of your holding that I understand abuts on the back of these premises, do you think the top of the hill would be any improvement on the street ?—Not at all,—I think you would make it worse, you can scarcely stand up there on a cold day. My cattle would not stop out in the field on a cold day.

719. Are you one of the parishioners that would be willing to subscribe to a fund to improve the old school premises ?—Yes, I would subscribe to improve the old schoolhouse.

Dec 16, 1892.
William Curtis.

720. As a matter of fact as long as you remember both the schoolhouse and the residence have been there on the old acre of land?—Yes and there were more children going to it then.

721. Is there anything else that you want to state that I have not asked you?—Nothing.

722. Mr. *Fry.*—How many of your children are attending the school at present?—None.

723. Are you a married man?—No.

724. How many years ago is it since you were educated at the old school?—I suppose over twenty years.

725. Who was the schoolmaster then—was it Mr. Pepper?—No, Mr. Hoctor and a man named Moorhead.

726. Were they married men?—Mr. Hoctor was.

727. How many children had he living in the house?—Eleven.

728. And seventy-two children were attending the School according to your evidence?—Fully up to seventy.

729. And the man and his wife and eleven children living in the house—is that your evidence?—Yes; I believe there were seventy children attending.

730. As regards the sanitary arrangements of the old place, were there proper sanitary arrangements at that time?—Not so good as there are at the present time. I remember the closets being built below at the old schoolhouse.

731. The places that are there now?—Yes.

732. We have had the advantage of seeing them?—Indeed they are no great sight to see this morning.

733. Are you the owner of this adjoining piece of land?—I am.

734. There is some litigation going on in reference to it?—Dr. Wheeler and Mr. Garrett and the landlord brought on some litigation.

735. Are you the person that got up this memorial?—The whole parish got it up.

736. Did all the persons whose names purport to be attached to it sign their names and addresses?—To the best of my belief they all signed it, but I did not see them sign it. It was not I that got it up.

737. Did you summon a meeting in reference to it?—Not I in particular.

738. Were you one of the prime movers in summoning the meeting?—I was not. There were several others more important than I.

739. Did you draw up a resolution and propose it at the meeting?—I assisted to do so.

740. Did you send it to the *Daily Express* and the *Kildare Observer*?—I certainly did. Dr. Wheeler threatened to take an action against me for doing so.

741. Then I may take it that you were the prime mover in these objections?—Not at all. I was not, nor anything like the prime mover. I only took an humble part. More important men were the prime movers and they are here.

742. Who made the complaints as to the present schoolhouse?—Several of the parishioners.

743. What are their names?—I heard Joseph Lazenby complain.

744. When did he complain that his children were cold in the School?—I heard him complaining this very day.

745. What did he say?—He said that the schoolroom was cold, and that it was too exposed for the children.

746. Did you not ask him was he prepared to swear that?—No; he volunteered that statement. He was asked, but I did not ask him.

747. He volunteered?—I heard him stating that to the people that asked him, and Joseph Carter stating the same.

748. Dr. Traill.—When you say that the situation of this schoolhouse is cold and exposed, you refer to its situation on a hill?—Yes.

749. Is it not an an ample building, and of such a size that it could be made comfortable enough?—Oh, certainly, any place can be made comfortable by money.

750. There would be no difficulty in shutting out the cold and a little expenditure would certainly make this room quite suitable for a schoolroom?—I don't want to deny that at all.

751. As to its sanitary condition being unsatisfactory, you appear to be a good deal responsible for that yourself?—No, no.

752. I examined the premises, and found that the water closet arrangements were cut off owing to your action, and it is said that the present arrangement of a mould closet is a temporary expedient owing to the difficulties you have thrown in the way?—What difficulties have I thrown in the way?

753. I understand that you won't permit any man to go on your land to make the necessary arrangements connected with this house?—Certainly not.

754. Then you are responsible?—Because this schoolhouse is not required.

755. Supposing that it were to be worked, isn't it a curious arrangement that you should be permitted to interfere with a National School and make it useless to the public by interfering with the land all round?—The public don't want the School.

756. Supposing that the public did want the School, are we to understand that you are going to interfere; you are not able, I may inform you?—I will try it.

757. To obstruct the thing by preventing persons from going on your land?—I would not obstruct it if the School were required.

758. You would be ready to accommodate them?—I would be quite ready and willing to do so if the School were required.

759. Then the schoolhouse is not unsuitable if the sanitary arrangements were carried out?

Mr. *Henry.*—I don't think he says so.

Dr. Traill.—Ask him.

760. Mr. *Henry.*—Do you think the sanitary arrangements could be made proper here?

Witness.—They never could be made proper even if they had my field. There is no drainage from this.

761. Dr. Traill.—Explain why the sanitary arrangements could not be made complete?

Witness.—I want to know where the drainage would run to. If you are on the top of a hill it is not hard to send the drainage down into the street.

762. I did not say to send it down into the street. It is quite obvious. It does not necessarily follow that there should be drainage. There would be no difficulty in my mind, if the land were got, in putting privies or other necessary arrangements outside, and which could be without water or earth, when there would be plenty of space and room around. It appears a curious thing to say that sanitary arrangements could not be carried out. Surely you don't contend that there could be any possible difficulty about privy accommodation?—I don't know where the drainage would run to.

763. No drainage would be necessary. Perfect arrangements could be made without drainage. I want to ask you about the supply of water, which appears to me to be a serious question. How is the village supplied with water?—There is a single pump for twenty-two houses, it belongs to the landlord and is for the use of the houses.

764. What is the depth of the well?—Thirty-seven feet.

765. How near does the water come to the surface?—There is about six feet of water in the bottom of the well.

766. Is it a force pump that is used?—No, an ordinary wooden pump. There is a pump of the same depth in my yard, and when the other pump was dry they sent to me for water but I refused it.

767. Is there no stream about?—No.

768. Who is the landlord of the village?—Sir Arthur Aylmer.

769. Mr. *Fry.*—Isn't he the landlord of this place?—Yes, it is the same landlord all round the village. There is no water at all here. I suppose you would not get water 200 feet down. There must be a fall of thirty feet or more down from this to my pump, and it is thirty-seven feet deep.

770. Dr. TRAILL.—Was any attempt ever made to bore for a pump up here?—Never. There was at Mr. Ireland's place at Robertstown and they could not get a drop of water.

771. With regard to the objection about the space for a playground, if the Chairman gives the land will it not be got over at once?—I don't know that, it might.

772. At present there is no playground because they have not the use of any ground; but if they had part of the field here, would not the difficulty about the playground be got over?—I suppose if it ends against me it would.

773. The premises here are subject to a considerable head rent. What is the head rent?—The rent of this Petty Sessions House is £10 a year.

774. I understand that Dr. Wheeler has made a payment in advance?

Mr. *Fry.*—For ten years. It is only £5 a year now.

775. Dr. TRAILL.—So that for the next ten years at any rate there will be no question about the rent. Is there any Endowment attached to this place?

Mr. *Henry.*—Yes; a money Endowment producing about £35 a year.

776. Dr. TRAILL.—(to witness)—If the rent is paid for ten years, and there is an Endowment of £35 a year, there would be no difficulty in paying £5 out of it?—The Endowment was for a different thing—for paying the schoolmaster and not paying rent.

777. Is it an old Endowment?

Mr. *Fry.*—Of 1845.

778. Dr. TRAILL.—When the schoolmaster is also paid by the National Board it does not require the whole of the £35 to pay him?

Witness.—But if they want to have a good schoolmaster?

779. There would be no difficulty about it. Under our Scheme we can make the £35 liable to the head rent.

Witness.—It would be very unfair to take it away from the School and make it pay rent.

Mr. *Fry.*—The trusts of the deed are open.

Witness.—I am satisfied that the trustees are ready to do what they like—I am satisfied of it.

780. Dr. TRAILL.—(to witness)—Is there anything more that you wish to say about the thing generally?

Witness.—Nothing more, except that we object to the School being changed. Dec. 16, 1892. William Curtis.

781. The Rev. Dr. WILSON.—As regards the site, which of the two schoolhouses is the more convenient for the general public to attend?—The schoolhouse below—the old schoolhouse. The parishioners offered to put the old schoolhouse into proper order, but Mr. Garrett would not allow them to touch it.

Rev. *G. Garrett.*—That is a mistake.

782. Rev. Dr. WILSON.—Where do the children come from?—They come all round from different sides. That is the more central place.

783. Dr. TRAILL.—Within what radius do the children come,—is it more than two miles?—Five or six orphan children come four miles.

784. Are they all Protestant children?—All Protestants.

785. Do many of them come from the town?—Ten or twelve, I dare say.

Rev. *G. Garrett.*—Twenty-two.

786. Dr. TRAILL.—(to witness)—Mr. Fry asked you some questions about the old schoolhouse and the accommodation it affords. We were looking at it this morning. It does not appear to be sufficient both for a residence and a schoolhouse?—The parishioners offered to enlarge it, but they would not be allowed to do so.

787. There are four rooms no doubt, but all the rooms are not more than sufficient for the schoolmaster's family?—The last man that resided in it—Mr. Pepper—had nine or ten children.

788. That could not have been sanitary?—We never heard of them getting sick. It is not like here where they are getting colds every day.

789. There is plenty of ground there to build further school accommodation upon?—Certainly there is.

790. What amount of money do you think that those people who are so strongly interested in keeping up the old schoolhouse could collect in the parish?—I am sure there would be £50 collected. It would build a good wing to the schoolhouse

791. Mr. *Henry.*—It was not the intention to give a contract in the ordinary way?—No, not to give a contract.

792. The idea of the parishioners was to draw the stones and to do the work?—To draw the stones and bring the lime and sand.

793. In your opinion could a large wing be added there for £50 or £60?—A very large wing.

794. Dr. TRAILL.—Did you ever canvass the people here to see how much they could be got to subscribe?—I think there are two men here—Mr. Lowe and Mr. Thornhill—who will be able to tell you.

795. What would you put down yourself?—Whatever I see others put down. I won't be short as far as that is concerned, I never was.

George Lowe sworn and examined.

796. Mr. *Henry.*—You were educated in this school yourself?—Yes, I was. George Lowe.

797. And all your family were educated there?—Yes.

798. From your knowledge of the parish and of the people who would attend the School—I mean the Protestant children—which is the old site or the new site the more central?—I think the old site is. I know one family who, to the best of my opinion, have to come four miles to this place.

799. Do they pass the door of the old School?—They do. It is a pity to see those little children on a cold day going such a distance.

800. Mr *Fry.*—What is the name of the family who have to come the four miles?—Children named Wynn, they are orphans. I often see the ass's cart that carries them; and I have seen it at the old schoolhouse on the acre of land.

801. Mr. *Henry.*—Put up there?—Yes.

802. You have no children to be educated at present?—No.

803. You have a grown up family?—Yes. Of course some of them will be left in the place after me.

804. Have you any objections to this site other than that it is not in the centre of the parish?—I have.

805. What are they?—It is here on three cross roads on the top of a high hill, and it is a frightful place on a windy day, to see the wind curling about. I have seen the children when they began to come to this schoolhouse hard set to keep their feet from the way they were blown about, and their little petticoats blown up about them.

806. You would not think it a suitable place for a school?—I would not.

807. What is your opinion of the present playground?—Of a cold day it is frightful to see the children. Of course on a fine day it is right enough, but on a rough windy day it is, I think, unnatural to have children on it.

808. If you get on Curtis's land do you think it would be any improvement?—I don't see how it

Dec 16, 1892
George Lowe.

would. I don't see what better place there is than the old place. Sickness was never known to be in it; and mostly there was a large family with the schoolmaster in it, and they were not in the habit of being sick. I never heard any complaint of sickness in it, and I know it I suppose seventy years—it can't be less.

809. Do you think it at all objectionable having the school so near the village?—I object greatly to it. There might be many boys who might be tempted some way or another to go into the public-house, and I object to it on that account.

810. Is there anything else you have to add?—I would not like to see the school moved from the old place. I hear it is to be sold. I think it would be frightful to sell what has been left to the parish free, with an Endowment besides to pay the master, a schoolhouse, and an acre of land, which I always heard was to be rent free for ever.

811. Dr. TRAILL.—Of course if it should be sold the money would take its place and this place would be available.

Witness.—This place is free of rent only for ten years.

812. The money that would be got by selling the old place would still be there. The mere selling of the thing does not mean parting with it.

Witness.—Well, it would be a hard case that it should be sold. I don't think there is a single person in the parish that would not be against it.

813. Would you rather have it as a residence for the master?—I would. It would be a horrid thing to sell it.

814. Would it satisfy your mind if the master was to reside there?—It would not satisfy my mind; but if we could not have it better I would have to be satisfied.

815. Mr. *Fry.*—You must be a good staunch Conservative; why are you so fond of the schoolhouse?—I was always sound and loyal and never held any dislike to any man.

816. What about the playground you are speaking of—was it a playground for the children at the old schoolhouse?—Yes, there is an acre of land.

817. Wasn't it tilled and part of the master's perquisites?—I heard Mr. Gartland——

818. Don't mind what you heard; wasn't it tilled as long as you remember by the master?—One side of it was.

819. Didn't Mr. Pepper till it?—I have no recollection. There was one part of it that used to be tilled.

820. Had the children a play hour at all?—Oh, they used to be out.

821. Wasn't there an objection to their being out because at the same time the Roman Catholic school children broke up?—I don't know.

822. Is that true—now you have taken such an interest in it—is this true?

Dr. TRAILL.—Was this evidence given on the former occasion?

Mr. *Fry.*—It is Mr. Pepper's evidence, given at the inquiry in Dublin.—(Report 1891–2, p. 21):

"Q. 367. Mr. William Fry.—You tilled the land yourself?—Yes."

Witness.—There was half of it.

Mr. *Fry* (reads)—

"Q. 368. Where did the children play?—They had no play hour. Q. 370. Dr. Traill.—You say that the children had no play hour. What do you mean?—It was recommended by Head Inspector Newell that we should dispense with our play hour in consequence of another school being there convenient to us under the Roman Catholic clergyman of the parish for fear the children would come into contact with one another."

Witness.—In my time we had a play hour.

823. Dr. TRAILL.—How far is the old School from the Roman Catholic school?—I think about half a mile.

824. Mr. *Fry.*—How long is it since you were at the School?—A long time.

825. Fifty years?—I think it is and over.

826. At that time how many children had the master—eleven?—I could not exactly say, but I know some of them had ten and eleven children.

827. And they all lived in the one room?—There was a kitchen and a small room.

828. And they were all in that?—Yes, there were two rooms, one for the girls and the other for the boys, in my time. Mr. Preston attended the School regularly. He was the minister at that time.

829. Do you think the present sanitary arrangements at the place down below are good?—Of course if they were kept clean they would be. They were always accounted good until Mr. Garrett came over.

830. Is there any proper drainage down there?—There is a good fall.

831. We heard a few minutes ago that the place could not be worked here without drains. Are there any drains at all down there?—There is—there could be some.

832. Are there, as a matter of fact, any drains to this place that we saw—There is outside on the road. There is water.

833. Dr. TRAILL.—One of your objections is to Dr. Wheeler being appointed a Governor. You say "we fail to see what benefits he has conferred on the School." What is your objection to Dr. Wheeler being appointed a Governor, when he has put his hand into his pocket for the Institution?—For my part I am afraid that the Endowment money might be taken out again, as it was before by Mr. Ireland.

834. That could not be. When we form the new governing body under the Act of Parliament they will not be able to touch the principal money, because it will be in the hands of the Commissioners of Charitable Donations and Bequests.

Witness.—Would no man be allowed to take it out?

835. Dr. TRAILL.—Certainly not. When once it gets into that office you may be quite sure that it never can be taken out.

Mr. *Fry.*—It has been there for the last ten years.

836. Dr. TRAILL (to witness).—You heard, I suppose, that Dr. Wheeler might take it out?—He might and he might not.

837. Mr. *Henry.*—Wasn't your objection that, by putting in a Life Governor, there would be one more voting, and you did not think that the principle would be for the benefit of the parish?—Yes, I think it would not be for the benefit of the parish.

838. Dr. TRAILL.—Aren't you always in favour of putting in gentlemen who have got money in their pockets, and are ready to help you when you want money. He has proved that he is ready to do so by paying £50, ten years' rent in advance. Do you object to Dr. Wheeler on personal grounds?—I don't. What I would like to know is, what has Dr. Wheeler's intention to give, to do with the Schoolhouse at all?

839. I don't know that it is intention only. I see that he has put his hand in his pocket.

Witness.—It looks very bad.

840. I want to ask Mr. Curtis is his objection to Dr. Wheeler a personal one?

Mr. *Curtis.*—It is not. He has done nothing as far as we can see.

Mr. *Fry.*—He is a trustee of the School, and there is the receipt for £50.

841. Dr. TRAILL.—How did he come in as trustee?

Mr. *Fry.*—Mr. Garrett was the surviving trustee, and I hold the deed of appointment of 1881 under which he is appointed. He has property here.

Mr. *Curtis.*—He has a small bit of property here.

Mr. *Fry.*—He has shown his *bona-fides*, for there is the receipt for £50, being ten years' rent of the schoolhouse.

Mr. *Henry.*—What the objectors instruct me to put forward is that this £50, which has been made so much of, was contributed by Dr. Wheeler to carry out.

what they consider to be a fad of his, which is to get hold of this place, and, I will go the length of saying, to keep it from other religious denominations. They say that this place is unsuitable for a schoolhouse, and that the £50 may be all very well, and a substantial thing for Dr. Wheeler to pay, but that it is no benefit to the parish.

842. Dr. TRAILL.—I could understand the other religious denominations making that objection, but it is not an objection to come from his own religious denomination. At the same time I don't believe it to be true.

Mr. *Henry*.—There is written evidence of it.

843. Supposing that it were true the objection would be absurd coming from the denomination he proposes to benefit. I could understand it from the others, but not from them.

Mr. *Henry*.—They object to be brought in and made parties to a transaction which they do not think is for the benefit of the parish in connection with education.

844. That is another matter; but what we shall have to report on is whether this is a suitable place for a school, and also as to the other objection that Dr. Wheeler has done nothing for the benefit of the Endowment. There is no question as to the giving of the £50 down, so that obviously he has done something.

Mr. *Henry*.—Anyone must concede that that is the logical conclusion. The entire case rests on the fact that this is an unsuitable situation. This building can never be made suitable.

845. The objectors say that, "in their opinion the "removal of the School to the new premises can only "result in loss to the Endowment." How can it result in loss to the Endowment?

Mr. *Henry*.—Because they would be expending money on an unsuitable place, instead of expending it on the old schoolhouse. The money would be prevented from being paid for educational purposes because they are not continuing in the old place. According to the evidence given in Dublin in October, 1891, the parish was prepared to put down a substantial sum to improve the schoolhouse below, and they would take a much wider interest in the School if it were there.

846. Their attachment to the old School is evidently very great, and I can understand that they would be willing to put their hands in their pockets to a certain extent. It would be very satisfactory to us if we saw a list of names with £10 and £5 opposite to them, as against the gentleman who has already put £50 down. I cannot see how having the School here would result in loss to the Endowment. It is quite clear that if this School is going to be kept up it will be impossible for us to sanction it if the schoolhouse is to be left as both a residence and a schoolhouse. It is quite true to say that the old schoolhouse could be made a good one; but at present, as a schoolhouse, it is not to be compared with this building at all. There is ground there, no doubt, on which a proper schoolhouse could be built.

Mr. *Fry*.—I want to call your attention to the lease executed to the Rev. Mr. Garrett and Dr. Wheeler on the 9th of July, 1891. It is a demise of these premises to be used for the purpose of a parochial hall and schoolhouse, and not otherwise, and the School is not to be limited to any denomination of children.

847. Dr. TRAILL.—The words "parochial hall" suggests a trust?

Witness (Mr. *Lowe*).—In the old school no distinction was made between persons of any religion. Roman Catholics were the same as Protestants, for the poorer class of people were those intended to be taught.

Mr. *Fry*.—You must not take that as conceded.

848. Dr. TRAILL.—The original Indenture of the old schoolhouse of 1829, was to the minister of the parish, to enable the said minister to establish a school in the parish; and it was to the said minister and his successors for ever; and there was to be a residence for the schoolmaster to be appointed by the minister. Every National School is open to all denominations; but, so far as the original Endowment of this School is concerned, it was entirely for a Church School.

Mr. *Fry*.—And there is a further clause that the schoolmaster shall teach all such children as shall be named to him in the principles and practice of reading and writing the English language and Arithmetic, and to such of them as are members of the English Church, the Church Catechism of the Established Church of England and Ireland, under and subject to such regulations as shall be made from time to time by the minister for the time being.

849. Dr. TRAILL.—All these schools have been open to all denominations.

Mr. *Henry*.—What does that mean?—That it was nothing more than any other denominational school.

850. The old Parochial Schools were open to all denominations, and the difference between them and the National Schools was that no conscience clause was required, because no person of any other denomination than the Established Church was allowed to come in to look after religious instruction.

Mr. *Henry*.—Nor does it compel the schoolmaster for the time being to teach the Church Catechism.

Dr. TRAILL.—Except to children of the Church of England.

Mr. *Henry*.—But the minister is the manager.

Dr. TRAILL.—The present National Schools are on the same basis. Ministers are managers, but the schools are open to all religious denominations.

Francis Hill sworn and examined.

851. Mr. *Henry*.—You are the occupier of the farm of land that surrounds this acre of land that we are speaking of at the old schoolhouse?—Yes, on two sides.

852. You know where the present closets are?—I do.

853. You know the drain that runs out at the back of these closets to the cross-roads; is there a good fall?—A good fall. There could be three feet of a fall from the road.

854. Would you be prepared, at your own expense, on one side of that hedge to lay down a sewer at the foot of the field, down to the road?—I would have a proper sewer made.

855. Dr. TRAILL.—Is it in the direction of the stream?—Yes. There was always a sewer there, and it was properly looked after formerly. I know the place for twenty-two years. For the last eighteen months it was never opened. I opened it once to let the swill go into the ditch.

856. Mr. *Henry*.—You would also be satisfied to contribute to the building of a new wing to the School?—I would.

857. Mr. *Fry*.—How much, Mr. Hill?—Oh, I could not tell you that—£5.

858. As much as the rest?—I will give £5 to it tomorrow. There could be as much money gathered in a month in the parish as would do.

859. Mr. *Henry*.—How long have you known the old School?—About twenty-two years.

860. Were you educated there?—I was not. I am only in the place about twenty-two years.

861. You have not heard of any sickness in connection with that School?—I did not. I have one boy—he is in this court—who was reared in it. I always lived next door to it, and I never knew of any sick-

Dec. 16, 1892.
Francis Hill.

ness; but I used to see that passage opened and properly drained out.

862. In your opinion, if the place were kept clean, is there any objection to its sanitary condition?—I think there could not be. There is a good well of water.

863. How far is it from the School?—About twenty perches, not more.

864. Whose field is it in?—On the edge of the high-road. In dry summers people get water out of it from this town.

865. The pump goes dry there?—I have seen them sometimes in the winter going to the well when the pump is knocked out of order, but I don't say the pump is ever dry.

866. Is it reputed to be the best water about?—No better water. The children always went there to drink.

867. Do you know anything about the temperature up here?—I don't know anything, except the two or three times I was in this court-house. I have not been ten times in this room in my life.

868. Mr. *Fry.*—Where do you live?—Up against the School, at the other side.

869. You have an acre that formerly belonged to the School?—No, never. The School had it for a bit.

870. And you got it afterwards?—I did not; my father did.

871. You have no children attending this School?—I have not now. I have a boy that was reared at the other school.

872. He has long left the School?—About four years.

873. Therefore you are not personally inconvenienced by the change?—Well, I am not.

874. Do you approve of a man and his wife and eleven children living in a kitchen?—I think they lived very comfortable.

875. They lived there very willingly, no doubt?—I always saw them in very good health and spirits.

876. Did you hear Sir Charles Cameron's report as to the sanitary condition of the School?—I would not mind him. He looks after gorgeous buildings in Dublin. There would not have been the stench that was there at the time he saw it if the sewer had not been left unopened for eighteen months.

William Thornton sworn and examined.

William Thornton.

877. Mr. *Henry.*—How many boys have you at a proper age to go to school?—Two. I have seven children, but only two of them are small, the ages of these are ten and eleven.

878. Were you educated in the old School yourself?—I was.

879. Did you ever hear any complaint of sickness from the old School in the old times?—No.

880. You sent all your children there?—Yes.

881. And you never heard any complaints during their time either?—No.

882. Have you sent your two boys to the present School?—No.

883. What is your objection to it?—I do not like to have them about the village here.

884. In what direction do you live as regards this place?—On the north side.

885. In fact you pass this school?—Going to the other school there was a pathway—a short way—that made it something about the same distance.

886. Dr. TRAILL.—Which school is the nearest to you?—There is not much difference. Going by the road this is the nearest, but there is a pathway across.

887. Is it up the hill?—No, across the road. I used to go that way myself.

888. Mr. *Henry.*—What do you think of the provision here for a playground?—There is no playground.

889. Dr. TRAILL.—But supposing that the field is got?—I would not think it suitable at all.

890. Why?—The field up there is just as cold as the road of a wild day.

891. Mr. *Henry.*—I believe the children can hardly keep their feet on the top of the hill?—I very often can hardly keep my feet myself.

892. Where do the Wynn family come from?—From Kilcullen.

893. How far is that?—Something about four miles.

894. Can they come here without passing the other school?—They cannot. The children on the other side of the school must come by it.

895. In your opinion would it be better to fix up the old place by an addition than to continue in this?—It would satisfy the parishioners better—at least a good many of them. We are all satisfied to do what we can.

896. Mr. Fry will be asking you what that means; I may as well forestall him?—It first came a couple of years before there was any talk about this. Mr. Garrett told me one day in my own house that this would make a fine schoolhouse, and that the other was condemned. I said "Could you not get it done up by subscription." He said he thought not—that they would not give anything, and said he to me, "What will you give?" I said, "I will give you £5 to commence with." Of course I thought that if more were wanted I would give it; and I would do so still.

897. What does that mean?—I said in Dublin that I would give £10; and I say now if it is wanted I will give £20.

898. From your knowledge of the parishioners do you think they would support a good school on the other site?—I am sure they would make it suitable. I am certain that there is a lady in the country who has offered to do it.

Mr. *Fry.*—Don't tell us that; it is not evidence.

Witness.—She sent me word. However, we would do it without her.

899. Mr. *Henry.*—You have reason to suppose that you would get outside aid from persons not resident here?—Oh, we would do it in any case.

900. You object to Dr. Wheeler being a Life Governor?—Well, as far as that is concerned, Dr. Wheeler hasn't done much for the parish in the way of getting this house except paying the £50, and two years of that is nearly over; and when it is over there will be the £5 a year to pay. If the other place is sold, of course the money would be got out of it. A gentleman told me that he would get £150 for that place below.

901. So there is something about their wanting to sell the other place?—Mr. Garrett said we ought to sell it.

Mr. *Fry.*—All I can say is that they can't do anything without the Commissioners' directions.

Dr. TRAILL.—They could not sell it unless there is a Scheme to authorize them to do so.

902. Mr. *Henry.*—Do you know anything about the supply of water to the old schoolhouse?—There is a well quite near it.

903. Do you think it unreasonable to pay a high headrent for this schoolhouse?—I don't think it would suit in this parish.

904. From your knowledge of the parish do you think that a school on the top of this hill would be supported by the Protestants of the parish?—I don't think it would.

905. You have no objection to Dr. Wheeler personally as a Life Governor?—Not a bit, I have no objection at all.

906. Your only objection is, that he is getting a Life Governorship for a payment of money that in your opinion is no benefit to the parish—is that so?—Yes; since he became a trustee we have been at war all the time.

907. Mr. *Fry*.—You were examined in Dublin?—Yes.

908. Where do your two boys who are suitable for school go to now?—I have a man coming to the house.

909. Who is the man?—The old schoolmaster.

910. Mr. Pepper, the old schoolmaster, who was dismissed by an order of the National Board?—I don't think he was.

Mr. Pepper was sworn and examined at Dublin, and here is what he said:—

(Report 1891-92, p. 20).

Q. 336. "Lord Justice FitzGibbon.—When were you made master of Kilmeague School?—On December 13th, 1871. 337. That was before Mr. Garrett's time?—Yes. 338. How long did you continue master?—Eighteen years. 339. Have you now retired, or are you still in the service of the Board?—The Government dismissed me. 340. What are you doing now?—Nothing."

At 376 Lord Justice FitzGibbon said to him:—

"Don't you know that under the rules of the National Board you could not get any retiring compensation except on satisfying the Commissioners that you were permanently unable to discharge the duties?"

I cast no slur on Mr. Pepper.

Dr. TRAILL.—He said in answer to that, that he was permanently disabled.

Mr. *Henry*.—His evidence was that it was the manager.

911. Mr. *Fry* (to *witness*).—Your two boys are being educated by Mr. Pepper?—Yes.

912. And the school is boycotted?—No, not by me.

913. Did you think that the accommodation of the old schoolhouse was good enough for the master and his wife and their eleven children, and the seventy children who used to attend?—I knew of five or six schoolmasters living in it.

914. Answer my question; were you satisfied with that accommodation?—Well, they might have more.

915. Do you know that the first trust in respect of that piece of ground is to have a proper house for the schoolmaster?—Yes, I saw that after I saw the deed.

916. And that the school was to be a secondary consideration as far as that plot of ground was concerned?—As long as I have known the school, which is about seventy years, the school was there and the masters as well, whether they had families or not they were there.

917. At any rate Mr. Pepper had a wife and eleven children?—Yes, and he told me that it did not cost him 1*s*. for medicine during that time.

918. Dr. TRAILL.—When your boys went to the old school, how did they go?—Through the short cut; that was the way I wished them to go.

919. If they came to this school they would not come through the village?—No, they would come by this other road.

920. What is your objection to their coming through the village?—There is a lot of "good boys" about this corner here.

921. Bad boys I suppose you mean. How many of those that went to the old school, besides the Wynns, live on the far side of the old school?—A good many. I don't know.

922. Is it four miles from where the Wynns come to this school?—That is what I mean. It is not so far to the other.

923. Do they walk here or drive?—They tell me they walk.

924. Do they come to this school at present?—Yes.

925. Then there does not appear to be any objection to it as far as the people on that side are concerned. How many people on this side used to go to the old school—was it in a centre?—As far as the houses were situated some time ago there were more children on this side.

926. It struck us that the old school was not in the centre of a very populous district; are there many Protestant children in the district?—A few. There were a great deal more; I suppose a dozen or so; I don't know how many; I live two miles from here so that I don't know.

Samuel Strong sworn and examined.

927. You are one of the objectors to the scheme, and presided at the public meeting?—Yes.

928. Do you think that this schoolhouse here is in too cold a place for the children?—I do.

929. What family have you at present that would go to school?—One little boy seven years old.

930. Would you send him here?—No, it is too far.

931. Where do you live?—A mile and a half in the Newbridge direction, about a mile past the old schoolhouse.

932. Were you educated in the old school?—I was.

933. Do you think that the parishioners will ever unanimously support a school here?—I think they never will.

934. Where do you send your boy now?—To the National School, about half a mile from where I live.

935. That is under the management of the Priest of the district?—Yes, the Rev. Mr. Law.

936. Are you one of those who would be willing to subscribe to put the old place in good order?—Yes, I would. The whole parish would.

937. You would do as good as another?—I would do all I can.

938. Do you think the school would be supported well if it were on the old ground?—I think it would.

939. Is there a strong sentiment in favour of keeping it in the old place?—Yes.

940. Did you ever hear of any sickness or anything of that kind in connection with the old school?—Never.

941. If the sanitary arrangement were attended to with regularity, do you think it would be in a good condition?—The best that is to be got in the country.

942. There is plenty of room for an addition to the present schoolhouse?—Plenty, there is an acre of land enclosed.

943. From your observation, and I suppose you passed it very often, wasn't there always a portion of that ground untilled from year to year?—Sometimes there was; it was under grass.

944. Dr. TRAILL.—Was there always some of it kept under grass?—No, not always; that land was supposed to be for the use of the school teacher; it was a nice silent place for the children to play in; a beautiful quiet road and no cars or traffic of any kind; the children could play up and down the back road there, and there is plenty of water.

945. Mr. *Henry*.—A good sheltered place?—Yes, a nice silent place away from the village.

Dec. 16, 1892.

Samuel Strong.

946. Would you object to send your children to the village?—I would.

947. You have no personal objection to Dr. Wheeler?—No, not a bit.

948. But you don't think he is doing any good by putting the school on the top of this hill?—I think he is doing a great deal of harm.

949. But you have no objection to his being on the board?—I would not.

950. Mr. *Fry.*—You say you were educated in this old School yourself?—I was.

951. Was Mr. Pepper there then?—Indeed he was not.

952. Had the children any play hour at that time?—Well, I disremember.

953. Did they use this quiet place that was so convenient for playing?—If they wanted to play, they had it.

954. As a matter of fact was there any play hour in the school. Mr. Pepper swore in Dublin that there was not; I suppose we may take that as true?—I forget. It is a good while ago since I went to school.

955. You have one boy aged seven?—Yes.

956. He goes to the National School; who is the teacher there?—Miss Wool.

957. Were your other children educated in that school?—They were.

958. You say the old place is in a splendid condition?—I say it is on a splendid site. I can't tell what condition the house is in at present, but I say it is a splendid site for a school.

959. Would you approve of the master and his family living there and the school going on in the same building at present?—I would approve better if it were larger.

960. But you would be satisfied with the old place?—There were two beautiful schoolrooms and two apartments for the master; and he had the use of a schoolroom.

961. To sleep in?—He could sit and keep his accounts.

962. Where did they sleep at night?—I am not able to say.

963. Dr. Traill.—At any rate you think that good accommodation could be built down there and that the parish would put down their money to do it?—Yes; there is an acre of land, and that would be enough for an enlargement.

Joseph Carter sworn and examined.

Joseph Carter.

964. Mr. *Henry.*—You are one of the objectors?—Yes.

965. How many children have you that are fit for schooling at present?—Three going to school and six that went to school before.

966. Dr. Traill.—Are they boys or girls?—Three little boys.

967. Mr. *Henry.*—I believe they are six, eight, and eleven years of age respectively?—About that.

968. I understand you live on the north side?—Very convenient to the school—on the north-west side. Here at the very end of the Courthouse,—in or about half a mile off.

969. Were you educated at the old School?—I was indeed.

970. Did you think it was a satisfactory place to have a school for the parish in?—I always saw it so.

971. It was always a successful school?—I was educated there myself and my brother, and seven of my children.

972. You strongly object to sending your children to this schoolhouse?

Mr. *Fry.*—Don't put words into his mouth.

Witness.—I object to the cold of this schoolhouse and there is no playground.

973. Dr. Traill.—But you don't object to it so far as the convenience of your children goes?—No, sir, I do not.

974. Mr. *Henry.*—Did you find the old School inconvenient in any way?—I never did.

975. Either in your own time or in your children's time?—Neither in my own time nor in theirs.

976. Do you think the old schoolhouse could be made a good one?—I believe so, with a little cost.

977. And along with the rest you would bear your share?—Well, I would give them a back push. I would give them as much as any other man.

978. Mr. *Fry.*—You have three children going to school at present?—I have.

979. They come here regularly?—They do indeed, pretty regularly.

980. Did you sign your name to this objection?—I did.

981. Your only objections are because this room is a little cold and because there is no playground?—No playground.

982. Was there a playground at the other school?—I saw a playground always at that time, until Mr. Pepper began to till it.

983. He came in twenty-one years ago?—I remember twenty years before that.

984. For twenty years past there has been no playground there?—I could not say whether there was or not. I think there was one side of it always left as a playground.

985. Had the children a play-hour?—With some masters they had.

986. In Mr. Pepper's time had they a play-hour?—I saw them playing with Mr. Pepper in the road.

987. Dr. Traill.—If this room and house were really well heated, and there were a good playground in the field and the place made comfortable, would you object to it?—I have no objection to it, not a bit.

988. Mr. *Henry.*—Arising out of that question—has there been any difficulty since your children came to the school about the heating of it?—I think some people gave nothing at all to heat it.

Joseph Lazenby sworn and examined.

Joseph Lazenby

989. Mr. *Henry.*—How many children have you?—Five going to school—two girls and three boys.

990. How many have you altogether?—Ten.

991. I believe Francis Hill has none going to school at present?—No.

992. He might have grandchildren?—I don't think he has.

993. Has George Lowe children?—He has none going to school.

994. William Hemingway?—He has children going to school.

995. Do you know how many?—I think six or seven going to school at present.

Mr. *Fry.*—He has nine altogether, according to his evidence given in Dublin. (Report 1891–92, p. 21, q. 387.)

Rev. *G. Garrett.*—They are coming to this school.

996. Dr. Traill (to *witness*).—Your own children are coming to this school?—Yes.

997. There is no other Protestant school in the parish?—No.

998. Mr. *Henry.*—Has Samuel Strong any child?—

One going to Allen's School—the Roman Catholic School.

999. William Thornton has deposed that he has two boys going to school at present?—He gets his children taught at home in his house.

1000. Joseph Carter?—His children are coming here.

1001. Thomas Wilson?—He has only one—a young baby.

1002. William Spooner?—He has none.

1003. Samuel Price?—Samuel Price is lately married.

1004. Samuel Carter?—Lately married also.

1005. Robert Spooner?—He has children going to school.

1006. Dr. TRAILL.—How many?—Two or three.

1007. Mr. *Henry*.—William Price?—He has no children going to school; they are all reared.

1008. William Curtis?—William Curtis has none, he is a bachelor.

1010. John Finamore?—He has one little girl. I don't know if she is coming now or not. I think she is done school.

1011. William Tyrrell?—His children are done school.

1012. Are you largely interested here?—Yes.

1013. Which of the two schools do you prefer?—The one nearest to me—that is the old site.

1014. Which of the two do you give your heartiest support to?—The one below.

1015. Dr. TRAILL.—Do you live near it?—Within twenty perches of it.

Dec. 16, 1892. Joseph Lazenby.

1016. Mr. *Henry*.—What objection have you to this school?—Well, the children complain of the cold, and they are let out to play here in the middle of the day, and it is not a good place for a playground. There are stones on the road, and some of the children get knocked down and hurt.

1017. Dr. TRAILL.—That would be got over if there were a playground in the field?—I dare say—if there were a playground.

1018. And if the room were properly heated that difficulty would be got over?—I suppose so.

1019. Mr. *Henry*.—Hasn't the heating to be provided by the parishioners?—Yes.

1020. Dr. TRAILL.—Wasn't the old schoolhouse heated?—It was.

1021. Who supplied it?—The children's parents always supplied it—turf or money.

1022. Mr. *Henry*.—Was it easy to heat the old schoolhouse?—It was easier to heat than this. This is a terrible cold place. I think this is the coldest house in the parish.

1023. You have no personal objection to Surgeon Wheeler?—Not a bit.

1024. But you object to hisget ting a position on the Board, during his lifetime?—No.

1025. You don't think the £50 is for the benefit of the parish?—I think not.

1026. You think it would be very well spent on the other place?—I do.

Philip Strong sworn and examined.

1027. Mr. *Fry*.—You are a parishioner here?—Yes.

1028. Where do you reside?—About half or three-quarters of a mile from here, in the southerly direction.

1029. Have you any children attending this School?—Only one.

1030. Had you any attending the other?—Yes, the same person.

1031. Have you found any inconvenience to be caused by the change?—Not a bit, I never heard her complaining.

1032. As a matter of fact which of the two schools do you prefer?—I prefer this.

1033. Do you think it more wholesome to send your children to a large room like this, than to a place where a family of thirteen people had been sleeping on the previous night?—I certainly do.

1034. About the playground. Had the children, as a matter of fact, a playground to the old school?—I have seen it nearly always in tillage.

1035. And assuming that we get the field here, would the difficulty of the playground be got over?—Oh, yes.

1036. As regards the question of heating, supposing this room were warmed with hot water, or by some other approved method, would the question of cold disappear?—Certainly it would.

1037. Have you any objection to Dr. Wheeler being made a Life Governor of this school?—Not the slightest.

1038. Do you think it was for the advantage of the parish that £50 should be given to pay ten years' rent in advance?—I think it is an advantage everyway to have the school here.

Philip Strong.

1039. As regards the situation here,—it is hardly a question I need ask—is this situation much colder than any other part of the place?—I consider that a dry place is far superior to a wet low place.

1040. Assuming that land can be got, will there be any difficulty in making proper sanitary arrangements?—Not a bit.

1041. As regards the situation of the other place, do you know the parents of the children that come here?—Indeed, I know them all.

1042. Knowing them all, is this school as conveniently circumstanced as the other one was?—It is a great deal more central. Only two or three families live here, most of them are spread round.

1043. Do you know the Wynns?—I know where they come from.

1044. Hadn't they to drive on a donkey cart to the old school?—Yes.

1045. And therefore there is no great hardship in asking them to drive this difference of distance?—Not very much.

1046. Have you heard great complaints, except from those who signed this memorial, about this change?—Oh, yes, I have.

1047. Has it proceeded on the idea that the old premises were going to be sold?—Well, I have heard that too.

1048. Do you believe there has been some misapprehension on the subject?—I think so, a good deal.

1049. Whom do you believe to be at the bottom of all this?

Mr. *Henry*.—Excuse me, such a question as that is very unfair.

Thomas Mape sworn and examined.

1050. Mr. *Fry*.—Are you a parishioner?—I am.

1051. Have you any children?—Yes, four, fit to go to school.

1052. Where are they being educated at present?—Here.

1053. Were they educated at the old school?—Some of them dropped off.

1054. They used to go there?—Yes.

Thomas Mape.

1055. Have you found any inconvenience from their coming to this school?—No.

1056. Dr. TRAILL.—Which side do you live on?—The north side.

1057. Mr. *Fry*.—How far from here?—Something about two miles.

Dec. 16, 1892.
Thomas Mape.

1058. As regards this schoolhouse here, if the adjoining field were got, could not proper arrangements be made for sanitary purposes?—Yes.

1059. Do you think there is any disadvantage in having the school here, having regard to the proximity of the town. Do you think the boys are likely to be led away by temptation?—I don't foresee so.

1060. You are not afraid of sending your children here?—No.

1061. Was there a playground at the other school?—There was when I went there myself.

1062. Didn't Mr. Pepper till it?—I cannot say, for I never went to school there at that time.

1063. There is no objection to the present schoolhouse on the score of the want of a playground?—I have no objection.

1064. Rev. *G. Garrett.*—Do you object to Mr. Wheeler being a Life Governor?—No.

1065. Mr. *Henry.*—Would you object to the school being continued in the old place if it were made right, and a new wing were put to it?—I would rather for the convenience of my children have it here, if the Endowment should not be taken away.

1066. That is on account of its being nearer to you?—It is.

1067. In other respects you have no objection to the other schoolhouse?—I have not.

1068. Would you like to see the acre of land sold?—Well, I would not.

1069. Would you like a power to be given to the new Board to sell it?—No, I would not.

1070. You would not like that power to be given to anybody?—I would not like to see it sold.

1071. Dr. Traill.—Would you rather have the schoolmaster living down there or up here?—I would prefer to have the school here.

1072. If the school were kept here, and the schoolmaster kept below, instead of building a new residence for him here, would you approve of that?—I think it would be quite sufficient for him below.

1073. It is not too far for the schoolmaster to come up here?—It is not.

Thomas Wilson sworn and examined.

Thomas Wilson.

1074. Mr. *Fry.*—Are you a parishioner here?—Yes.

1075. Have you any family?—Six children.

1076. Where do you live?—In Coolagh.

1077. Where is it?—Half a mile down.

1078. Do your children attend the school here?—Yes.

1079. Did they attend the old school?—One of them did.

1080. How many attend here now?—Three.

1081. I suppose they are young?—One of the boys is eleven years old, another is eight, and the other is six or very near it.

1082. Do you find this school convenient?—Of course it is convenient enough at half a mile distance.

1083. Dr. Traill.—On which side do you live?—In the Dublin direction.

1084. Mr. *Fry.*—You have no objection to this schoolhouse?—None.

1085. You have heard the evidence given to-day about the want of a playground; supposing that the field adjoining were taken, would not that difficulty be got rid of?—Of course it would.

1086. About sanitary arrangements—do you think the sanitary arrangements can be made right here?—I think there can be as good sanitary arrangements made here as below; I don't see what difference there is.

1087. Have you any objection to Mr. Wheeler being made a Life Governor?—Not the least.

1088. You think that a man who puts £50 down shows an interest in the concern—doesn't he?—Yes, I think so.

1089. Mr. *Henry.*—Are you in the parish?—Yes.

1090. Do you hold any land here?—I am living with my father at present.

1091. Have you any objection to the old schoolhouse?—I had no objection to it, because I wasn't living here at the time it was in use.

1092. Then you are not living long in the neighbourhood?—About a year.

1093. What brought you to live with your father?—I came myself.

1094. Who induced you to come here?—My father.

1095. Who give you liberty to live in this building?—Mr. Garrett.

1096. You feel under a certain obligation to him?—I don't feel under a certain obligation to him, because he did not ask me to do so.

1097. You asked him?—I asked him for liberty to live here.

1098. Dr. Traill.—How is it that you are living in this building?—I was living here as curator.

1099. You don't live here now?—No.

1100. Where do you live now?—On the townland of Coolagh.

1101. You are a labourer and farmer?—My father is a farmer.

1102. Do you work for him?—Yes.

Richard Nevitt sworn and examined.

Richard Nevitt.

1103. Mr. *Fry.*—Where do you reside?—In the village of Kilmeague.

1104. Have you any children?—I have.

1105. Are they attending this school?—Three of them.

1106. Did they attend the old school?—They did.

1107. Do you find any inconvenience by reason of the change?—No, but otherwise.

1108. Explain?—It is more convenient to me in the first instance.

1109. What is the second instance?—It is a better room.

1110. And the third—give us another?—There is more space in the room.

1111. We have heard of want of water here; what are your views of that? Do you think there will be any practical inconvenience here from that cause?—I don't think there will.

1112. How do you suppose this place should be supplied with water?—At present there is a very good pump, at the rear of the village. It is occasionally out of order, but the water is good.

1113. Dr. Traill.—Where did the supply come from before the water was cut off?—From the roof of the house.

1114. Mr. *Fry.*—We have heard that there was a well attached to the old schoolhouse?—Not attached. Close to it. It is there still—very good water.

1115. In what way would you suggest that water should be brought here?—I could not offer an opinion. A well might be sunk.

1116. Dr. Traill.—Have you lived long here?—For the last twenty-seven years.

1117. Have you any idea of how the strata lie as regards water, for sometimes it is as easy to get water on the top of a hill as at the bottom of it?—I could not say.

1118. Are there any wells in the locality here?—Not close.

1119. What is the nearest well on the top of the hill?—That at the old schoolhouse.

1120. But on the top of the hill?—There is no well on the top of the hill.

1121. Mr. *Fry.*—How do the people get water here?—They bring water to it.

1122. Dr. Traill.—Where do they get the water?—From the well below—the old schoolhouse well.

1123. They carry it for house use?—They draw it by a donkey or horse car.

1124. Did they never try to sink a well here?—Not round the place that I know of. Of course a great many people get water for the use of their houses out of the pump in the village as well.

1125. Mr. *Fry*.—So that the school could get water from the pump?—Certainly. It is the one landlord.

1126. Have you any objection to Mr. Wheeler being appointed a Life Governor?—Certainly not.

1127. Do you think that he has shown a practical interest in the welfare of the school?—I do.

1128. And you have found no practical inconvenience from this place at all?—No, certainly not.

1129. Mr. *Henry*.—Are you the sexton of the church?—I am for thirty years and more. I succeeded my father as parish clerk.

1130. Apart from its distance, have you any objection to the old school?—Not a bit if there were no other; but I prefer this to the old one.

Dec. 16, 1892. Richard Nevitt.

1131. Because you are living beside it?—That's one reason, but it is more central in the parish.

1132. Your idea is that a fitting supply of water would be obtained by catching it from the roof?—No, it would not. I did not say any such thing.

1133. Are you aware of any persons having tried to get water on the top of this hill or field?—They tried to get water at Robertstown; it is more than a mile from this. There is water on the top of the Hill of Allen.

1134. Dr. TRAILL.—How far is that?—It is about a mile from the top of this hill, or very little more.

1135. You say that the attempts to get water on the top of this hill have failed?—Yes, sir, I have heard that they did.

Thomas Murdock sworn and examined.

1136. Mr. *Fry*.—Are you a parishioner?—I am.

1137. Where do you live?—With Mr. Garrett at Kilmeague Rectory.

1138. Have you any children?—I have two going to school now. I had five, but three of them are taught.

1139. Where did those children go?—To the old school.

1140. Do you find any practical inconvenience in sending your children here?—None at all.

1141. Is there any objection to this place from the want of a playground?—There is an objection to the place from the want of a playground.

1142. But if the field were got that would be got rid of?—Certainly.

1143. Was there a playground to the old school?—Well, there was. There was a kind of a playground—about half of it in grass and the other side in meadow. They tilled both sides occasionally.

1144. In Mr. Pepper's time?—Yes. The children played on the road.

Thomas Murdock.

1145. Is there any objection to this place on the ground of its proximity to the village and the numerous temptations?—I think the temptations are very slight.

1146. Mr. *Henry*.—Are you Mr. Garrett's coachman?—Yes, for seventeen years.

1147. I suppose you and Mr. Nevitt had many conversations about the matter?—I never spoke to Mr. Nevitt about it.

1148. Did you send your children to the old school?—I did.

1149. Had you any objection to it?—Not a bit in the world.

1150. You would send them back there?—Yes, if this school were not to be had.

The Rev. *George Garrett* examined, having been sworn on a previous occasion.

1151. Mr. *Fry*.—How long have you been Incumbent of this parish?—Seventeen years.

1152. You are well acquainted with the old school building?—Yes.

1153. Dr. TRAILL.—What I want to find out from Mr. Garrett, as Manager, or from the schoolmaster, or from both of them, is the numbers that attend the present and that attended the old school respectively.

1154. Mr. *Fry* (to *witness*).—How many children are coming here at present?—There are about 60 on the roll, and 42 were here to-day.

1155. From your knowledge of the parish, how does this place suit as regards convenience?—It is much more convenient to the majority. There are two or three families to whom it is inconvenient. Forty-five children are saved the journey to the old schoolhouse for the inconvenience of some that have to come here.

1156. How many would save the distance the other way?—Mr. Strong's one child with the Wynns that have been spoken of, and they have a donkey to take them to school. There are some other children who are at some little distance—Mr. Lazenby's children; but it is only half a mile.

1157. There are only a few altogether?—Eight or ten.

1158. Mr. *Fry*.—We have heard it stated that there is an objection to this schoolhouse on the ground of its closeness to the village and consequent temptations; is there anything in that?—Well, some twenty-five children are saved going through the village at all by the school being here; but I am thankful to say that, since I came to the place, I have never known of a single child—whatever side they came from—getting into trouble in this village.

1159. Dr. TRAILL.—Is it usual for the boys to drink whiskey?—No, they don't drink whiskey; it is only the men, thank God; and the men are not drinking so much as they used to do either.

1160. Now as to the question of heating, don't you think that at a very moderate outlay this place could be properly heated?—I think it would be properly heated if they would only keep a little coal in that fine stove there; there are two stoves.

Rev. George Garrett.

1161. As regards the sanitary arrangements, with a little co-operation on the part of certain parties outside, could not that be set right?—We would require ground of course.

1162. But there is a closet there?—There is, which Sir Charles Cameron said would do as a temporary arrangement.

1163. Was not your intention when you got the ground to make proper arrangements?—Certainly, we would make them at once.

1164. You contemplated getting the field?—The County Court Judge told us that he would give us two and a half acres for a new residence, a playground and sanitary arrangements to this house; he wanted first to have the report of this Commission, and to know whether this house is to remain the schoolhouse.

1165. In your opinion, having known both schoolhouses, is this the more desirable situation and building?—It is perfectly manifest that it is; that is my conviction certainly.

1166. Dr. TRAILL.—It is insisted that there should always be a supply of water for the children.

Witness.—There can be a can of water easily brought from the pump in the village. The whole village is depending on that pump as well as this house. I have been seventeen years here and I never heard of its being dry, unless the hook were wanting, and a shilling would rectify that. But I believe it has not been known to be dry for many years.

1167. Mr. *Fry*.—You heard the evidence of some of the witnesses as to its being dry?—It was simply out of order.

1168. Dr. TRAILL.—How far off do you live at present? Half a mile.

1169. What water supply have you?—From a well in my own field half or a quarter of a mile distant; we have a pump in the yard too.

Dec. 16, 1892.

William Vaughan.

William Vaughan sworn and examined.

1170. Mr. *Fry.*—You are the present schoolmaster of this school?—Yes.

1171. How long have you held office?—I took office here on the 1st of November last.

1172. What do you call yourself?—I am a candidate for second class.

1173. Dr. TRAILL.—That means that you are third class?—Yes.

1174. How long are you in the service of the Board?—Since 1874.

1175. And you never made any attempt to get out of the third class during all that time?—Well, I did once.

1176. And failed?—Yes. (Refers to book)—There are 32 males and 26 females on the school roll.

1177. Mr. *Fry.*—What is the average attendance?—About thirty-five.

1178. Dr. TRAILL.—What was it for the last quarter?—The average for the last quarter was, males 20·9; girls 15; and for the quarter before, males 20·3; girls 15·5.

1179. Have you found any inconvenience or heard any complaints of inconvenience in connection with this school?—Well, I have heard indirect complaints from the parents.

1180. It hasn't affected the attendance?—It has not.

1181. Is this a specially cold day?—It is. Last week was a very cold week and the fires were in good order. I had a conversation with my predecessor here the day before he left. I asked him various questions one of which was—"Do you keep up a fire—is there a fund for it, and do the children contribute?" He said they willingly contributed, and that there was no trouble in getting the fire. He showed a little docket and said he had expended 2*s.*, and there was 1*s.* 9*d.* left; and with that 1*s.* 9*d.* I got a load of turf, and I gave the children notice two or three times that it was an old rule during my predecessor's time that each family should contribute towards the fire and that I would stick to it. They all knew the rule, but many refused to contribute. I brought the matter under the notice of Mr. Garrett and he sent me some coke and told me to keep good fires, and the fires were kept up. Last Thursday was a very severe day, and in the evening Mr. Pepper came into the room to do a little job, and he was struck with the improvement in the schoolroom.

1182. Dr. TRAILL.—I thought you were going to say that he was struck with the new master.

Witness.—No, sir, he was not. He said that the room was very comfortable; and since then I have found no difficulty in keeping up fires. Mr. Garrett sent me down more coke.

1183. Mr. *Fry.*—Are you living in the old schoolhouse?—Yes.

1184. How many of a family have you?—Myself and my wife and three daughters, and I am expecting another daughter down who is away from home at present.

1185. In your opinion would it be a suitable house for the master and his family to live in, and for the School to be carried on there at the same time?—Not at all.

1186. About the water here, how have you managed since you came; have you carried water?—You see I have been here such a short time that I have done very little.

1187. What do you suggest should be done?—They should have a little lavatory, so that the girls after their school work would have a place to wash their hands, before going to their needlework. There should also be fresh water, lest a child should get thirsty; sometimes too, a crumb goes down the wrong way. That can be easily done by having a can of fresh water brought in every morning. The lavatory could be supplied by rain water from a little tank.

1188. Mr. *Henry.*—I suppose you think a can of water per day would be enough for your purpose?—I am sure of it.

1189. Mr. *Fry.*—He hasn't been here during the summer yet. (To *witness*) Have you found any inconvenience up to the present from the want of a playground?—Not the slightest.

1190. What hour do you give for play?—We go out to play at half past twelve.

1191. Do you take part in the sports?—I go out to look after the children. I never interfere with them, good, bad, or indifferent. According to the rules the teacher is supposed to be on the spot, not to interfere with the children, but to see that all is right. Nominally the time allowed for play is half an hour. We go out at one, and are in at half past one. During the cold weather some of the children sit by the fire while eating their lunch.

1192. Dr. TRAILL.—Do any of them go home?—One or two of them go home. I have heard a great deal said about the cold of the place. Last week was a very hard week and I wanted them to stay in, but they all preferred to go out and play.

1193. Mr. *Fry.*—Do you think there are any bad results to the children by reason of the public-house in the village?—Not at all.

1194. Dr. TRAILL.—They would rather have milk than whiskey?—Indeed they would any day.

1195. Do you find yourself much inconvenienced by having to go so far to the School from your present house?—I do.

1196. In wet weather?—In wet weather, or in the afternoon if we close the School at three o'clock, and the District Inspector comes in at five minutes to three I might be kept here till half past three or a quarter to four.

1197. Supposing the field were got would you like a residence to be built here?—I think it would suit the School far better, for parents are very fond of making complaints.

1198. At what time do you come yourself?—Always at half past nine sharp.

1199. Have you a monitor?—I have not, but my daughter acts as unpaid monitor, and takes the junior class.

1200. You have no preliminary teaching from a quarter past nine?—No.

1201. Considering the amount of sentiment you heard expressed in court to-day, especially from the old residents and those persons who were educated in the old School and who attach perhaps more importance to keeping up the old house and establishment below there than they do to the question of the School building, would you be satisfied that the inconvenience to you would not be too great if you remained in the old building as a residence?—Well, if the managers of the School and the parishioners were to come to an amicable settlement, the mere distance from the residence up here wouldn't affect me.

1202. That is what I wanted to know. Supposing that this difficulty between the rector and the different parishioners—the old residents—were got over by a sort of compromise of the matter, namely, that they would not move the teacher from the old building so that it and the acre of land would always be kept as part of the Endowment, would you be satisfied to stay there instead of living up here?—Well, as far as I am personally concerned, it is not too far.

1203. How far is it?—I walk it in ten minutes.

1204. It is generally considered an advantage for the teacher not to live too close to the school?

Witness.—So far as the teacher is concerned, the mere distance would not make any difference; but as far as the school is concerned and the education of the children, I think that the residence and the school would be better upon one plot of ground.

1205. Would you think that if a school were built below in addition to your house that would be a con-

venient arrangement?—Well, if the trustees and the parishioners were to come to an amicable settlement it would make everything in the parish go on better. After hearing the evidence to-day I think there is a little misunderstanding between the two which I really think could be got over.

1206. I think there is some difficulty about building a schoolhouse and a residence on the same plot.

Rev. *G. Garrett.*—We cannot do it.

1207. That is a thing belonging to the past. Even if the money should be put down the question is could a schoolhouse be built there? I believe there would be great difficulty under the rules in allowing the school to be built on the same plot of ground as the residence. It strikes me, without anticipating our report, after a full consideration of the matter, that those persons who are so sentimentally attached—and rightly so—to the old school where they were all educated in old days, might consider whether it would not be a large point conceded in their favour if that little Endowment of a house and a plot of ground were kept for a residence for the master instead of being sold. It might be a fair compromise of the matter and might bring the parishioners to a good understanding with each other if we were to keep this place as the school and the other as the residence. I am only throwing this out as a suggestion.

Rev. Dr. WILSON.—I wish to say that it struck me as we went along that we ought, as far as possible, to defer to the public sentiment in favour of retaining the present residence and land. It has been given to the parish in a way that I think we should not lightly regard. Therefore I think that if all the parties were to agree to the compromise, that my colleague has suggested, that is to say, to keep this building as the schoolhouse and make the best of it as the place where the school is to be maintained, and to keep the other building and the ground there as the permanent residence of the teacher, it would be a satisfactory arrangement.

Mr. *Curtis* said that he thought his friends would consent to the arrangement suggested.

Mr. *Lowe* said he would still be willing to give £10.

1208. Dr TRAILL.—Dr. Wilson and myself have been very much struck with the right and proper sentimental feeling that you and the other persons who were educated in the old building entertain towards it and we respect that feeling. Without anticipating what the other Commissioners may say, what we want to know is whether the respective parties would be satisfied if we were to report in favour of keeping this building for the school and the old one for the master's residence. There are great difficulties now in the way of having the schoolhouse and the residence attached to each other; but if you would all join heartily in favour of having the School kept in this building, there would be no difficulty in putting it into proper condition if our friend here would be willing to give a small quantity of land at a reasonable rent without having a judicial decision at all on the subject. According to the original Indenture of 1829, made between Sir Henry Alymer, the then Bishop of Kildare, and others, the building below was never intended for a schoolhouse at all. The gift was to enable the minister to establish a school in the parish, but the instrument does not convey the plot of ground for a schoolhouse, but for a residence for a schoolmaster to be appointed by the resident minister. No doubt they have made use of the house as a school; but according to the Indenture the minister was to get up a school in the parish anywhere he could, and that place was to be kept as the residence for the schoolmaster.

Mr. *Curtis.*—He was a constant resident here, and he used to go down to the school every day.

1209. Rev Dr. WILSON.—It seems to me that the real difficulty is the water. If you could get a good supply here you might have a good schoolroom. I should be very unwilling to see the place below sold, or in any way alienated from the purpose for which it was given.

Mr. *Lowe.*—I would rather give £100 towards the other school than £1 here.

Dr. TRAILL.—We are perfectly impartial in the matter. The evidence shows that the great bulk of the children that come to be taught here live nearer to this school than they do to the other one. There is no doubt of that as a matter of fact. At the same time it would be very necessary to meet your views about the old school.

Rev. Dr. WILSON.—You are under the Board of National Education now. I happen to be a Commissioner of that Board, and I can tell you most positively that the building below there will not be accepted by the Commissioners as a school. It cannot be. Then you must build. You would have great difficulty in inducing the Commissioners to have the schoolhouse close to the teacher's residence; so that you would have either to make the other building a schoolhouse and provide a residence for the teacher elsewhere, or else let it be the teacher's residence—which is what was intended by the donor—and make a schoolroom elsewhere. But you have a schoolroom here already.

Mr. *Henry.*—There is one matter to which my clients wish to refer. They object to so much of the Scheme as requires the payment of £10 a year, as the condition of the representation of the Select Vestry on the Board of Management of this school. My clients feel pretty strongly about this. This is a parish Endowment, and the Select Vestry is a very representative body; but there is not one of my clients on it, with the exception of Mr. Lazenby, so that I cannot be accused of desiring to over-ride anybody's opinion on the subject. They think that the Select Vestry should have representation on this Board without the payment of the £10 a year, which would come out of the parochial funds. They don't see the necessity for making it a condition of the representation in question. At page 5 of the Scheme the *ex-officio* governors are the Bishop or his deputy, the Incumbent, and the two Churchwardens of the Parish of Kilmeagne. They don't think the Churchwardens would be proper representatives of the parishioners. Their opinion is, that the Select Vestry would be a more proper body, and better fitted to have it.

1210. Dr. TRAILL.—The provision respecting the contribution of £10 is taken from another scheme for an endowment not far from this. There we found that they had been in the habit of subscribing £10 a year. What is the amount of the assessment on your parish here?

Rev. *G. Garrett.*—There is no assessment at all. We have a private Endowment.

Mr. *Henry.*—£35 a year for the school.

Rev. *G. Garrett.*—We have a private Endowment in the parish besides; we don't pay anything.

1211. Dr. TRAILL.—It would be a curious thing that the Select Vestry should contribute nothing towards the church. You are very well off for you have no assessment to pay. Remember that they have no right of representation on this body at all, while at the same time the Endowment assists your pockets. You have no voice in the management of the School at present; but if you claim to get part control over it, and if we democratize the management for that purpose, it does not seem unreasonable that you should put your hands into your pockets to help the funds. If there is to be £5 a year paid for a building like this, which you could not possibly get for £5 a year anywhere else, it is not too much to say that the Select Vestry should pay it. I don't say that it should go towards the rent; but it should go towards the school. They have done it elsewhere. Generally speaking all representation goes with taxation; and £5 a year

Dec. 16, 1892.
William Vaughan.

would not be very much if the thing was fairly put forward and all the parties brought into harmony together in the parish. Supposing that we gave you two representatives for £10 a year, you would also have the right of selecting your Churchwarden and that would be a third. You can either have one representative for £5 a year or two for £10.

A voice.—Two for £5.

Mr. *Fry*.—Touching this matter there are two objections to be considered. Mr. Wheeler says that before he can accept this Scheme it should be altered so as to be in conformity with the Clane Scheme. I said that this Endowment was exempted under the Act of Parliament from your jurisdiction.

Dr. TRAILL.—So is the Clane Endowment.

Mr. *Fry*.—Yes, but they submitted to the jurisdiction of the Commissioners, and I am instructed to do so provided I get the Clane Scheme but not otherwise. At the Dublin inquiry Mr. Wheeler was examined by Lord Justice FitzGibbon as follows.—(Report 1891–92, p. 17 :)

230. "You are the patron of the school now established in the former courthouse at Kilmeague?—Yes. 231. We understand you desire that a Scheme should be prepared for that school on the lines of that framed for Hewetson's school at Clane?—Yes, quite so. 235. Mr. Justice O'Brien.—Do you say, Dr. Wheeler, that even if the Commissioners had no power to take the matter in hands, the majority of the trustees would desire to have a Scheme settled?—They would."

1212. Dr. TRAILL.—What is your point—is it that we don't go so far as we did in the Clane Scheme?

Mr. *Fry*.—You have given to parties other than the trustees much greater power than you did in the Hewetson Scheme.

1213. Dr. TRAILL.—No, just the same.

Rev. *G. Garrett*.—The difference is that this Scheme puts in the churchwardens without anything being paid at all. The Clane Scheme requires that the parishioners should subscribe a certain sum to entitle them to be put on the Board.

1214. The Select Vestry there were in the habit of subscribing £10, and we said that if their subscription remained they could put a man on.

Rev. *G. Garrett*.—Mr. Wheeler claims that this parish should show an interest in the school by subscribing. I am quite sure that what I suggest would be done because, although a few men are annoyed, the bulk of the people are willing to subscribe to the School, and would make up £10 a year in order to entitle them to representation. My co-trustee and I want that the Clane Scheme, which exists in the neighbourhood, should be established here.

1215. There are no Churchwardens in the Clane Scheme, but there is no reason why Dr. Wheeler should object to Churchwardens here because if the parishioners put on one Churchwarden, you would put on the other.

Rev. *G. Garrett*.—True, but we want the parishioners to show a practical interest in the school by subscribing towards it.

1216. Well, we have the clause about the £10 for buying everything that the children require and doing everything that the School requires. It seems to me, Mr. Garrett, that that objection of Dr. Wheeler's is not a substantial one, because if we have the Churchwardens, we give one to each side, and yet the parishioners are to pay the £10.

Rev. *G. Garrett*.—True, but my idea is that the parishioners should subscribe £10 a year.

1217. Do you mean another £10 a year, besides the £10 that we have put into the Scheme?

Rev. *G. Garrett*.—No, but that they should not have the Churchwardens without subscribing.

1218. I thought you said they were ready to do so. Would it satisfy you to strike out the Churchwardens altogether?

Rev. *G. Garrett*.—Yes, and to leave in the clause that the parishioners should subscribe—the women as well as the others.

1219. Would you rather have a subscribers' clause?

Rev. *G. Garrett*.—Yes, a subscribers' clause.

1220. That would not be the Clane Scheme.

Rev. *G. Garrett*.—It would be very near it.

Mr. *Fry*.—There is no lack of money in the parish. The question of £5 or £10 cannot affect the thing at all.

1221. How many representatives of subscribers would you and Dr. Wheeler be satisfied to have? Suppose one representative for every £10, which is the clause in the other Scheme, what number of representatives would you consider that subscribers should be entitled to put in—without calling them "Select Vestry" or "Churchwardens?"

Rev. *G. Garrett*.—I would be satisfied with an extremely moderate arrangement—with anything that Mr. Wheeler can agree to.

1222. But we have to draw a practical Scheme. Would you be satisfied that subscribers of 10s. a year should be able to elect one representative for every ten subscribers, not more than three to be put in?

Rev. *G. Garrett*.—I would be satisfied with that.

1223. Or would you prefer a £10 clause, for every £10 subscribed one representative should be elected, for every £20 two, and for every £30 three?

Some of the parishioners present were understood to say that they would prefer the last mentioned arrangement.

1224. Dr. TRAILL.—It is a common thing in schemes instead of putting in churchwardens, to provide, in order to help the school, that subscribers shall put in representatives according to their own number, the number of representatives are not to exceed three. The subscribers would know everything, and the representatives would come back for re-election every year.

Rev. *G. Garrett*.—We must, as far as possible, conform to the Clane Scheme in order to secure Dr. Wheeler's acceptance.

1225. We must see him again about this, for the idea of a subscribers' franchise is, perhaps, preferable to the Clane Scheme.

Rev. *G. Garrett*.—Lord Justice FitzGibbon stated at the opening of the Commission, that unless the present trustees were satisfied the Scheme must fall through.

1226. But if you are anxious to secure the co-operation of the whole parish.

Rev. *G. Garrett*.—I am anxious to secure Dr. Wheeler's co-operation.

1227. Dr. TRAILL.—Well, we will see Dr. Wheeler in Dublin. We are now here two Commissioners out of five the Judges not having been able to come down. Dr. Wilson and I will draw up a formal report for the full Commission, and they will also look at the evidence, which will be printed, and you will be able to read it. We shall draw up a report very much on the lines we have indicated to you, without pledging ourselves to the wording of it. I hope that when you see the new Draft Scheme you will be satisfied with it, and that we shall get concessions on both sides. If we report to a certain extent in favour of the old building, and thus concede the point of preserving it and the old Endowment for the parish, we shall expect, on the other hand, that you will support your rector, and back up the school in the future.

The inquiry then concluded.

PUBLIC SITTING—WEDNESDAY, JANUARY 4, 1893.

Jan. 4, 1893

At the Courthouse, Castlederg.

Present:—ANTHONY TRAILL, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. WILSON, D.D., Assistant Commissioners.

The Assistant Secretary, F. REDMOND, B.A., was in attendance.

HUGH EDWARDS' SCHOOL, CASTLEDERG.

Charles Mullin, Esq., Solicitor, appeared for the Rev. Dr. *Gatchell.*

1228. Dr. TRAILL.—Dr. Wilson and myself have been sent down by our brother Commissioners to make an inquiry as to the present state of the Hugh Edwards' Charity School at Castlederg, and to see if there is any necessity for framing a Scheme for its future management. We have not much information about it at present—only the rough statement in the Blue Book to the effect that Hugh Edwards died on October, 12, 1737, leaving a rent charge of £24, Irish; part of the accumulation of the rent-charge is invested in the building and part invested in Government stock. There was also land—one acre, two roods, and nineteen perches—besides the rent charge, from which land the annual income appears to be two pounds three shillings and a penny (£2 3*s.* 1*d.*). The funds are invested with the Commissioners of Charitable Donations and Bequests. The rest of the property is vested in three trustees—Rev. Dr. Gatchell, Rev. Mr. M'Cay, and Rev. Canon Olphert, the three trustees under the will for the management of the school.

Rev. *J. H. Gatchell*, D.D., was sworn and examined.

1229. Dr. TRAILL.—You are one of the Trustees and Manager of the School at present?—Yes.

1230. What information have you got about the will of Mr Edwards?—I have got a portion of a document here which I got from Mr. King-Edwards as a copy of the original will, a portion of a copy (produced). It is very much torn and obliterated. Mr. King-Edwards is a representative of the family of the testator, and he told me his predecessors had this copy.

Dr. TRAILL (reading from document referred to).—

"My will further is that my said trustees, Henry Cary, Rowley Hill, Henry Mervyn, William Hamilton, Robert Stewart, and James Richardson, and the survivors of them, and the heirs of such survivors, shall, within one year after my decease, build a convenient country house for entertaining a master and six poor boys on the road leading from Derge Bridge to Freglagh houses, and that they also lay out about one acre of land for a garden for said house, which house and garden is to be free of rent for ever."

Rev. *J. M'Cay.*—I understand the modern name of the place called Freglagh is Garvetta.

1231. Dr. TRAILL.—We have come to nothing referring to the school yet?

Rev. Dr. *Gatchell.*—The house of entertainment mentioned may be regarded as the School.

1232. Dr. TRAILL (reading)—

"And that they pay the sum of £24 sterling to the Rev. Mr. Robert Downes, Rector of Urney, to the Rev. John Brown, Curate of Derge Chapple, and Rev. Nehemiah Donaldson, Dissenting Minister of Derge Congregation, and to their successors, Rectors of Urney, Curates of Derge Chapple, and Ministers of the Dissenting Congregation of Derge; which said sum of £24 is to be by them laid out to teach six poor Protestant boys to read, write, and cypher and sing psalms, and to supply them in meat, drink, washing and lodging; and also to furnish them in clothing; their coats and caps to be of coarse blue cloth, and their linen suitable; and as soon as they are well instructed as above, I desire they may be put out to several trades; but more particularly the weaver trade of different kinds, and to give each of them £2 sterling as an apprentice fee which I expect will be saved out of the £24, after paying all manner of charges which they were at in teaching them. I further leave the sum of £6 to be paid to the said Robert Downes, John Brown, and Nehemiah Donaldson, and their successors for ever as aforesaid, to be by them distributed annually among six of the old decayed inhabitants of the manor of Hastings."

Rev. Dr. Gatchell

Rev. Dr. *Gatchell.*—Castlederg is the manor of Hastings.

1233. Is that bequest represented by any money now?

Rev. Dr. *Gatchell.*—Not that we know of.

1234. The remainder of the document gives instructions to his trustees to assist his wife in arranging his papers which he recites had got into a state of confusion. After all the paper gives us a very good rough idea of the testator's intentions, although it is only a fragment of a copy. Dr. Wilson and myself visited the school this morning and we found the average attendance of the boys and girls to be very much the same as the return supplied to us. Now, have you ever had any boarders here, Dr. Gatchell?—No.

1235. You observe he intended that six poor Protestant boys should be boarded and educated and then sent out to trades. Has nothing of that kind ever been done?—No. The money lay unused from 1837 to 1842, when Edwards' School was erected, as I have gathered from the teacher who was then appointed. There was an arrangement made I understand with the Commissioners of Donations and Bequests to carry on the School, as it is now carried on by me, for the improvement of the education of the country children.

1236. Was there any Scheme made out by the Charitable Bequests Commissioners in Chancery?—I cannot say. I wrote to the Secretary and asked for information, but he gave me none. I have been eleven years manager of the School and I can only ascertain, in a general way, that there must have been some new arrangement made by the Commissioners of Charitable Bequests for the organization of this school after one hundred and five years had elapsed.

1237. Have you any idea whether anything was done before 1842?—Nothing was done.

1238. No building there?—No building.

1239. The funds simply accumulated?—Yes.

1240. Of course we shall apply to the Commissioners of Charitable Donations and Bequests for any information they can give us. You do not know how the present trustees were appointed?—Not beyond the paragraph in the will.

Rev. *J. M'Cay.*—We are the successors of the original trustees.

1241. Dr. TRAILL.—Is Canon Olphert the Rector of Urney?—Yes.

Jan. 4, 1893.

Rev. Dr. Gatchell.

1242. And your predecessors were the curates of Derg Chapple as mentioned in the will?—Yes.

1243. And the minister of the Dissenting Congregation is the minister of the Presbyterian Church in Castlederg?

Rev. *J. M'Cay.*—The Minister of First Castlederg Presbyterian Church, which was the Church in existence at the time of the Will, and of which I am now the minister.

1244. Dr. TRAILL.—Since the disestablishment of the Church of Ireland difficulties have arisen about the successors of Incumbents whose position has been legally altered by the Act, and in all such cases as this it is well to have an incorporated Governing Body with a legal succession.

Rev. Dr. *Gatchell.*—The succession is laid down in the Will.

1245. Yes, but the legal status of Church of Ireland clergymen has been altered since then, and the question whether a disestablished Incumbent is the legal successor of an established Incumbent is a very doubtful one in many cases. It is therefore necessary to provide a Scheme for the incorporation of a Governing Body for the management of this and all similar trusts. Of course we shall hear from Rev. Mr. McCay his views in regard to the Endowment generally, and also his opinion as to the constitution of a new Governing Body; we shall also be glad to hear an expression of local opinion on the subject. But before entering on that, I would ask Dr. Gatchell what is the annual income of the Trustees?

Dr. *Gatchell.*—From £27 to £30, it varies; we got some money eight years ago to enlarge and improve the School. The interest of that was taken from the income of the teacher.

1246. Who gave the money?—The Commissioners of Charitable Donations.

1247. That would look as if there must have been some Scheme. Now what about the composition of the Board of Management or Governing Body?

Mr. *Mullin.*—If the other gentlemen present would give their views, Dr. Gatchell, as Manager, would be able to review their proposals and indicate his own.

1248. Dr. TRAILL.—Very well. The idea occurs to me, looking at the School as we saw it to-day, that it sems to us you ought to get powers in dealing with this Endowment to make your School a little more manageable as regards buildings than it is at present. Dr. Wilson is one of the Commissioners of National Education, and I am sure that if that Board was aware of the arrangements of this School, or if the Inspector's attention were called to it there would be some difficulty in getting it continued as a National School. The residence is in the centre of the building, between the two Schools, and if any epidemic broke out in the Schools, or in the family of the teacher, it would be a very serious matter. However, if your Trustees or Governors were considering a matter of that sort it would be well that you should have powers to re-arrange the School and residence. We do not propose anything at present, either compulsory or otherwise, except to say that, if it were necessary to deal with this Endowment for the purpose of separating the residence from the School, and either to use part of the capital for building a new teacher's residence at a proper distance from the School, or to borrow from the National Education Commissioners or the Board of Works, we shall take care that you get the necessary powers to do so. From the number of children in the School we consider your accommodation is quite insufficient. It is certain that if you were asking for the sanction of the National Board for the first time you would not get it; they would not allow the teacher's residence to be in the same house as the School. The residence appears to be given over to the Female Teacher, whose husband does not reside on the premises, and is not a teacher at all. With a married Female Teacher in the centre of the building, and the Male Teacher not residing there at all, the arrangement does not seem a good one. The Trustees might look into the matter preparatory to placing it on a proper basis. for sanitary purposes if for nothing else. Now, may I ask does Canon Olphert take much interest in the working of the School?

Dr. *Gatchell.*—Not very much.

1249. Is he here?—No; but I will give him all the information he requires.

1250. He is a sort of sleeping partner in the Institution?—Yes.

1251. Does he ever come over to see the School?—Very rarely.

1252. Do you have meetings?—Hardly, except for signing cheques.

1253. How far does Canon Olphert reside from here?—About five miles.

1254. Is there any connection between the parish of Urney and the Rector of this district?—This is called the Skirts of Urney. It used to be part of the Parish of Urney, and there was a Chapel of Ease here of which my predecessors were curates.

1255. If we were to modify the Governing Body, is there any change that suggests itself to you?—It does appear to me that it would be of importance, instead of having a Trustee so far away as Canon Olphert, who is an old man, and cannot practically take any great part in the management of this Endowment, if you had, for instance, a local layman to assist you. Is there any representative of the Edwards family or property here now?

Dr. *Gatchell.*—Yes, the Sheriff of the County, Mr. King-Edwards, who resides in the parish. He is a representative of the family.

1256. Where did the testator live?—At Castlegore.

1257. Who resides there now?—It is divided into farms.

1258. Is Mr. King-Edwards the only representative of the family of the donor?—The only representative.

1259. Where there is a representative of the donor we generally put him on the Governing Body. Very often such gentlemen not only are anxious to see the intentions of the donors carried out but they are disposed to add a little to bring the bequests forward to the requirements of the present time. Have you a Select Vestry, Dr. Gatchell?

Dr. *Gatchell.*—Yes.

1260. Would a representative of the Vestry be of advantage?—Mr. King-Edwards would represent the Vestry.

1261. Apart from Mr King-Edwards you might have a representative of the Vestry. Would you consider it expedient to continue the Rector of Urney as a Trustee—that is the Rector of Urney after Canon Olphert, who of course will be a life member?—Under the present regime I do not see that there is any necessity for it. It would depend very much on the result of the inquiry what I would say in reply to that question. I would not give any reply until I see what Scheme is put forward. I may state that the attendance at the School has largely increased since I became Manager. When I came here in 1881, I found the average from 50 to 57, and now I find it 86.

1262. Has the average attendance been going up steadily?—Yes. Eleven years ago it was from 55 to 60, and now it is 86, with 125 on the Roll.

1263. From a return before me, in 1881 it appears that, out of a roll of 86 in average attendance, there were 30 Church of Ireland children, 55 Presbyterians, and one of "all others." What is the denominational proportion now?—I think Mr. M'Cay took it down. The figures I have are: paying day pupils—32 Church of Ireland; 24 Presbyterian; 10 others, total, 66. Free pupils—34 Church of Ireland; 22 Presbyterians; 3 all others, total 59—grand total 125. These are the figures for December, 1891.

Rev. *J. M'Cay.*—I am after getting the numbers from the teacher. They are as follows:—Boys—3

Methodists; 39 Episcopalians; 31 Presbyterians; Girls—10 Methodists; 36 Episcopalians; 31 Presbyterians—total, 150. The teacher will be prepared to certify these figures, which I got to-day.

Dr. *Gatchell.*—If my friends on the other side have any suggestions to make for the improvement of the education of the children of Castlederg, I shall be glad to hear their proposals. *Jan. 4, 1893.* Rev. Dr. Gatchell.

Rev. *James M'Cay* sworn and examined.

Rev James M'Cay.

1264. Dr. Traill.—You are minister of the Presbyterian Congregation in Castlederg?—Yes, of First Castlederg Presbyterian Church.

1265. Do you, as a Trustee, take any part in the management or government of this school?—I do in a small way. I sign for the money, and that is almost all the part I take in it.

1266. Have you a separate school of your own?—I have, but it is a mile out of town. It is an ordinary National School.

1267. On the same side of the river, or on the opposite side?—On the opposite side.

1268. Have you got the attendance at it?—I have not the figures here.

1269. Could you give roughly an idea of the numbers?—Probably there would be sixty names on the roll.

1270. Is it a mixed school?—An ordinary National School in connection with the Church of which I am minister.

1271. Is that school supplied mainly from the country districts round it, or from the town?—We have no pupils from the town, they are supplied from the immediate neighbourhood, some connected with my own congregation, and some connected with the Presbyterian congregation in the town, that is Second Castlederg Presbyterian Church.

1272. Do you go into Edwards' School at all to look after the religious instruction of the Presbyterian children?—No, I cannot say I do. The school is entirely under the management of Dr. Gatchell. I may say that, as I am instructed, my predecessor, the late Rev. Mr. Crockett, got this school put under the Board of National Education. He was the Manager of the school for a considerable number of years, until his death. After him I was appointed Manager by the Board.

1273. Was that before Dr. Gatchell's time?—Yes, after I had been Manager for some time, Dr. Gatchell's predecessor, Rev. Mr. Edwards, applied to be appointed Manager.

1274. Was he in any way related to the family of the donor?—He was an uncle of the present Mr. King Edwards, and he was Rector of the parish. After some two years he was appointed Manager, on the ground that the Board would recognise the man who was appointed by the Trustees. There being two Trustees connected with the Episcopalian church, and only one Presbyterian, of course the matter was easily decided, and, consequently, not only was he appointed, but after his time his successor was appointed, and he holds the appointment until now.

1275. What was the date of the change when Mr. Edwards was made Manager?—Sixteen years ago, I should say.

1276. Were you here then?—I was.

1277. It is quite clear from the will that he intended the school for the benefit of all denominations of Protestants, but he made a distinction between the two churches, in appointing two Church of Ireland Trustees and one Presbyterian?—So I see.

1278. Have you any suggestions you would like to make as to the future Governing Body?—This is perhaps the proper time to read a letter I have received from the Minister of Second Castlederg Presbyterian Church, Rev. Mr. Henderson.

1279. Is he here?—Unfortunately he is not here, but the letter will explain the whole matter. It is as follows:—

"3rd January, 1893,
"Castlederg.

"My dear Mr. M'Cay,

"It has just come to my knowledge that a meeting of the Educational Endowments Commission will be held in Castlederg to-morrow. I regret exceedingly that, owing to a previous engagement, I cannot attend, as I understand that the Edwards' National School, and the endowment connected therewith, shall form a subject of inquiry.

"I wish to bring under your notice, as you are one of the Trustees, the fact that a great deal of dissatisfaction exists among Presbyterians of both town and country as to the mode in which the school is at present managed.

"I am instructed that the intention of the donor was to benefit, by means of this endowment, both the Presbyterians and Episcopalians in this neighbourhood. But at the present time the entire management of the school is in the hands of Dr. Gatchell, the Incumbent of Castlederg.

"The Presbyterian interest in the school is almost completely ignored, although, as I am informed, the majority of the children attending the school are Presbyterians.

"To remedy this state of affairs I would respectfully propose a more adequate representation of the Presbyterian interest on the Board of Management; and that an arrangement be made whereby the Manager shall be chosen from each party alternately, so that justice might be done to all and the school command the confidence of both denominations.

"If this reasonable proposal be rejected, I ask on behalf of the Presbyterians of Castlederg and its neighbourhood, that a fair proportion of the endowment be allotted to them, and I promise, on their behalf, to have a schoolhouse erected within a reasonable time in the vicinity of my own church for the education of our own children.

"In making the above proposals I believe that I represent the minds of the entire Presbyterian body in this neighbourhood. I hope that you will have no objection to bring this matter before the Commissioners to-morrow.

"By doing so you will much oblige

"Yours sincerely,
"Gustavus Henderson"

That letter speaks for itself. It seems to be in error in stating that at the present time the Presbyterian pupils are in the majority. Apart from that I may say that the letter has my entire approval. The truth is that there has been a good deal of dissatisfaction owing to the change of management. We have had a considerable number of changes in the teaching staff, and Dr. Gatchell will be able to tell you that nearly all the teachers appointed have belonged to his own denomination. In fact the school, so far as I know, has been used just as one of his own schools, and I have felt all along that I could not exercise any legitimate influence, that there was really no room for me at all. As a matter of course all the power rests with the Manager.

1280. Dr. Traill.—I presume you, or the other Presbyterian clergyman of Castlederg, would be willing to look after the religious instruction of the children?—Any of us would do that.

1281. Mr. *Mullin* (to *witness*.)—You have never been prevented in any way from administering religious instruction?—I have not, nor ever tried.

1282. You were hurried very probably. You never tried?—No, the truth is that when the change took

Jan. 4, 1893.
Rev. James M'Cay.

place in order to impart religious instruction to the Presbyterian children I would have been obliged, so far as I know, to ask permission from Dr. Gatchell to do this in a school of which I am a Trustee.

1283. Have you any reason to suppose that permission would not be granted?—I have no reason to suppose it would have been refused.

1284. There has been no religious instruction imparted to the Presbyterian children?—So far as I know there has not.

1285. Dr. TRAILL.—You mean special Presbyterian instruction?—Yes.

1286. I presume the Bible is read every day in school?

Dr. *Gatchell.*—Oh, yes.

1287. Mr. *Mullin* (to *witness*).—You reside a mile out of town?—Yes.

1288. The natural Trustee of the school here would be Rev. Mr. Henderson?—I may say I think Mr. Henderson ought decidedly to be appointed on the Board of Management.

1289. That is in addition to you?—Yes, decidedly.

1290. I would ask you again so far as you are concerned, has Dr. Gatchell ever interfered?—No; the special thing I complain of is in regard to the appointment of teachers.

1291. Dr. TRAILL.—Have you had any influence in the appointment of teachers?—Not the smallest.

1292. Of course you, as a Trustee, do not require to ask leave from anybody to go to the school. The only difficulty would be in complying with the rules of the National Board?—I might have gone to the school, but not to instruct the pupils. I would have had to ask permission, and that is what I object to.

Dr. *Gatchell.*—As regards the changing of teachers, I beg to say that I have made no change since I was appointed. The teachers are of the same denominations as they were when I took over the school as Manager in 1881. When a monitress had to be appointed, there were two applications, one belonging to my own Church, and one to Mr. M'Cay's. I appointed Mr. M'Cay's girl. On no occasion have I made any change in the staff of teachers, or interfered or offered hindrance to any member of the Presbyterian Church exercising all due influence in the management of the school. I have promoted the educational interests of the district to the best of my ability, and I think I have succeeded, seeing that under my management the school has gone up from 55 to 86 in average attendance, and that there are 125 now on the roll instead of what I found, about 90. These are the two points I wish to explain to you.

1293. Dr. TRAILL (to Rev. Dr. *Gatchell*).—You are not personally responsible for the state of affairs, and as I understand it Mr. M'Cay makes a general complaint not personal to yourself.

Witness.—That is so. We have always lived on good terms here. What I wish to say is this—that formerly a Presbyterian teacher, Mr. M'Granahan, had charge of the school, and a Presbyterian Manager was also in office; and that now a change has taken place all round, not due altogether to Dr. Gatchell, but to Dr. Gatchell and his predecessor. Substantially the thing is precisely what I say.

Dr. *Gatchell.*—In any school under the National Board the teachers would naturally be chosen from the denomination that had the majority of children at the school.

1294. Dr. TRAILL.—His point is that the majority of children are Presbyterians.

Witness.—It appears now that there is a majority of Episcopalians.

Mr. *Mullin.*—I would suggest that the decrease of Presbyterian children is to be accounted for by the non-attendance of the Presbyterian minister at the school.

Dr. TRAILL.—We cannot say that.

Witness.—Unless a change is made in the Governing Body there will be fewer Presbyterians in future.

1295. Dr. TRAILL.—This is a case for the interference of our Commission. It is quite clear that the intention of the founder is not carried out under the present arrangement. He certainly intended that this should be on a broad Protestant basis. The fact that he appointed a Presbyterian minister as one of his Trustees certainly indicates that his intention was that the Presbyterians should have a substantial share in the management, and not merely the signing of cheques. We will not split the endowment or divide it between two denominations of Protestants. We shall endeavour to devise a Scheme that will make it a large and successful school for both classes of Protestants. The difficulty will be the proportions to be observed in the constitution of the Board. In his will he gave a majority of two to one in favour of the Church of Ireland.

Witness.—The reason for that was that there was only one Presbyterian minister here, while there were two Episcopalians at that time. The Presbyterian minister did not happen to have a curate.

Dr. *Gatchell.*—He was a member of the Church of Ireland himself.

Witness.—That is a disputed point. I have always been informed that he really belonged to the Presbyterian Church, whether that is true or not I cannot affirm. He left the Presbyterian Church building and land to our body, and he gave £40 besides. I know, on very good authority, that my predecessor attended his daughter on her death-bed.

Dr. *Gatchell.*—His two sisters were Presbyterians, and he was a Churchman, and built the Parish Church in 1731.

1296. Dr. TRAILL.—It does not make the least difference now. Mr. M'Cay's £40 and two acres have disappeared.

Witness.—We were to enjoy the interest of the £40 and the two acres. I believe the interest was to go for pin money for the minister's wife. The money has been lost, and the two acres have probably been appropriated by some neighbour.

Dr. *Gatchell.*—I thought the park was the two acres.

1297. Rev. Dr. WILSON (to *witness*).—Is there a park belonging to the Manse?—Not now.

1298. Dr. TRAILL.—About this provision for six poor boys, has any attempt been made to carry out that part of the will?

Witness.—Would it be possible to carry it out?

1299. Certainly, when the National Board supplies such liberal salaries to masters. One of the great objects of our Schemes is to facilitate the application of such provisions as the one in question, for the purposes of industrial training. Such a provision should not be lost sight of. It is above all religious squabbles.

Witness.—We could not possibly carry out the testator's intention as to weaving.

1300. We simply put in our Schemes a general clause for Technical instruction, leaving it as wide as possible, to give the Governing Body a perfectly free hand. What is your revenue derived from?

Dr. *Gatchell.*—I think it is a rentcharge.

1301. Who pays the rentcharge?—Lord Castlestuart, out of the Castlegore estate.

Mr. *Mullin.*—There is another class of pupils represented in the school—the Methodists, who might have a representative on the Board.

1302. Dr. TRAILL.—Is there any representative of the Methodists here?

Mr. *Mullin.*—No, but they form a considerable element in the population, and there are two ministers.

1303. Dr. TRAILL.—Mr. M'Cay, how do you propose to get over the fact of the Testator giving the

Church people a proportion of two to one?—I am not sure that that fact ought to regulate the selection of the Board to-day. I think not. My impression is that as there was only one Presbyterian minister in the place, he simply selected him, not intending thereby to fix any proportion, but because there was no possibility of getting more than one at that time.

1304. You think he included all the ministers within his reach?—That is my impression.

1305. Suppose we made a certain number of provisions in the Scheme for the benefit of your denomination, that would be independent of the votes of an actual majority of the Board? The difficulty is that if we leave the majority as it is at present, you practically have no influence if you were put to a vote. Suppose we provided that the principal teacher or assistant teacher shall be a Presbyterian, would that meet your views?—Yes, or this proposal made by Mr. Henderson, that the Manager should be selected alternately.

1306. Do you mean in alternate years, or alternately for life?—For years, I should think.

1307. We have done something of that kind in the case of Killinchey, where an equally divided Board has been constituted, with a Chairman alternately from the Presbyterian and Church of Ireland sections. Joint Managers have been recognised in some cases, but they are a difficulty under the National Board. Of course the school must be under the Rules of the National Board.

Witness.—I do not want a multiplication of schools here, but I know that a meeting was held in order to have a school in connection with the Presbyterian Church in town erected, in consequence of the Edwards' School being entirely under the control of our neighbours. This school is diverted away to the one channel entirely, but we make no complaint against Dr. Gatchell.

Dr. *Gatchell.*—I quite understand that.

Dr. TRAILL.—We are sent down here to rectify these matters, and to do justice to all parties.

1307A. Rev. Dr. WILSON.—Would it satisfy you, Mr. M'Cay, if the present teachers were allowed to remain as they are, but on the removal of any one of them, a Presbyterian should be appointed to the vacancy?—Yes.

Dr. *Gatchell.*—I have no objection whatever to Dr. Wilson's suggestion, which I think a very good one. I have no objection when a vacancy occurs to let the other Trustee select the person to fill it.

1308. Dr. TRAILL.—That shows you are prepared to work harmoniously. One good school is much better than several small and inefficient ones. And, if I may make a suggestion, I prefer the mixed system of boys and girls as being more efficient and economical. Are the boys and girls mixed in the Infant School?

Dr. *Gatchell.*—There is no Infant School.

1309. What do you do with the infants?—The girls go to the Female School and the boys to the Male School.

1310. Have you them down to three years old there?—Sometimes boys of that age, but there are very few below five.

1311. If you had an Infant School you might have twenty to thirty infants who would form a valuable feeder to the senior classes. It would give you a most valuable supply of boys and girls.

1312. Rev. Dr. WILSON.—Now as to the practical point of the Governing Body?

Witness.—It would be desirable to have, say, Mr. King Edwards instead of Canon Olphert for one. On the other side I think decidedly that Mr. Henderson ought to be appointed as representing the Congregation of Second Castlederg.

Dr. *Gatchell.*—I have not the slightest objection in the world to the Methodist minister being put on.

1313. Dr. TRAILL.—That would put the Church of Ireland in a minority—two Presbyterians and one Methodist against two Churchmen.

Dr. *Gatchell.*—That would not be a fair Scheme. I am willing, on a vacancy occurring, that one of the teachers should be a Presbyterian, but if you put that Board on as suggested you will undoubtedly leave us in a different position from what we were left under the Will. That would be a very radical and one-sided change.

Witness.—You are to remember that my predecessor was Manager of the school.

1314. Dr. TRAILL (to Dr. *Gatchell*).—You are certainly entitled to the majority under the Will, and we are bound to carry out as far as possible the Testator's intentions. They are not carried out at present. It is quite clear, however, he did not intend to put them on an equality so far as control was concerned.

Andrew Gaily sworn and examined.

1315. Dr. TRAILL.—Can you give us any information or suggestions about this school?—I recollect the school before it was under the Board. It was under the management of the late Reverend Mr. Crockett, Minister of First Castlederg Church, Rev. Mr. M'Cay's predecessor. Mr. M'Granahan was the first teacher appointed. From the time the school went under the National Board Rev. Mr. Crockett was Manager. At his death Mr. M'Cay was appointed Manager, and then I think the late Rector Edwards made application to the Board of National Education and got Mr. M'Cay put off and himself put on. We have felt, as Presbyterians, that we do not get a fair representation in the management of the school; and I believe what would meet the wishes and desires of the Presbyterian community at the present time would be the appointment of Rev. Mr. Henderson as a Trustee in connection with this school, or as a member of your contemplated Board of Management. As far as I can remember the Presbyterian pupils attending there have always been in the majority.

Mr. *Mullin.*—It is not so now.

Witness.—They are very nearly equal. Besides the greater portion of the children attending the school belong to the Congregation of Second Castlederg, whose minister has no representation in connection with the school.

1316. Dr. TRAILL.—He has no school of his own?—No, not in town. He has a small one at a place called Ervey. If Mr. Henderson were appointed to the Board of Management it would make two Presbyterians and two Episcopalians, and, as there are some Methodist pupils, it would be only fair that one of their ministers should be appointed to the Board of Management.

1317. Have you no laymen in your community that would take an interest, like Mr. King Edwards for instance? Have you any machinery for electing a layman to such a Board?—We have the Congregational Committee of the Church, or the Board of Deacons.

1318. Is that a lay body?—Yes, consisting of Ruling Elders and Members of Committee.

1319. Have you a separate one for each Congregation?—Yes.

Dr. *Gatchell.*—I wish to explain that from 1842 to 1860 the school was managed by the Incumbent of

Jan. 4, 1893.
Andrew Cully

this parish, but Mr. Edwards, my predecessor, took some objection to the scheme of the National Board and would not continue as Manager, with the result that the then Presbyterian Minister was elected, and from 1860 till 1875 the Presbyterians had the school under their management. So far as management is concerned we have not had much advantage of each other, we have had about equal length of tenure.

Rev. *J. M'Cay.*—I came here in 1875 and I was Manager for two years after that.

Dr. *Gatchell.*—1879 is the year I intended to say when my predecessor resumed the managership.

Robert Wood Smyth sworn and examined.

Robert Wood Smyth.

I believe that dissatisfaction exists in consequence of the fact that the Presbyterians have so little control in connection with this school. What is wanted is a representative Board which would give general confidence, and if this were done I believe you would have a very high class school. I may say that the Castlederg people strongly object to mixed schools, as respectable people will not send their growing up daughters to be taught along with boys.

1320. Dr. TRAILL.—Are the boys too rough? We always found the mixed system humanized the boys.

Witness.—Here it seems to have the opposite effect. —Dr. Gatchell got the school divided. If the Presbyterians got an inducement to take greater interest in the school, I believe it could be made a very fine school and that there would be no necessity for an Intermediate School. There was an old Intermediate School here which turned out boys second to none in Ireland. I myself was educated there. There is an Intermediate class carried on in town.

Rev. *J. M'Cay.*—It is in a healthy state at present. I am Manager and founder of the Intermediate School of Castlederg, and I can give you particulars if you wish.

1321. The Intermediate School question is very important, and we shall be glad to hear what you have to say about it at the end.

Witness.—If a representative Board were appointed and the other suggested improvements carried out, it would place the educational interests of Castlederg in a very healthy condition indeed. We want an Intermediate School very badly.

1322. Do the arrangements at the school not strike you as rather unsatisfactory?—They are a disgrace to the nineteenth century.

1323. Would you be in favour of utilizing the building as a residence and building new schools or *vice versa*?—I would retain them as schools and build a teacher's residence. They are not at all suitable for a residence.

Dr. *Leary.*—As Medical Officer of the district I am prepared to state that the buildings are most unsanitary and the arrangement bad.

Dr. TRAILL.—I quite agree with you.

Rev. *J. M'Cay.*—I think if we had a Board appointed it would take the whole matter into its earnest consideration.

Dr. *Leary.*—It is totally unfit for a teacher's residence, and I would have condemned it if there had been any proper place to remove to.

Mr. *Smyth.*—The present system keeps the Protestant denominations together, and it would be a great pity if another school were erected.

1324. Dr. TRAILL.—Has anything been done in the past in the way of using any of the land for Agricultural Education?

Mr. *Smyth.*—At one time it was carried on under the National Board.

1325. Agricultural classes are of very great importance, but the farmers generally think they can teach their sons agriculture better by having them working on the farm at home.

Dr. *Thomas Leary* sworn and examined.

Dr. Thomas Leary.

1326. Dr. TRAILL.—If there is anything you would like to say we shall be glad to hear you?—As Medical Sanitary Officer, I desire to state that I consider the school buildings in a very bad condition on sanitary grounds. They are quite inadequate for the requirements, the cubical space being insufficient for the number of children. There is no means of getting rid of the impure air. A separate residence would be absolutely necessary, and if that were provided there would be ample space in the school for all school purposes.

1327. Rev. Dr. WILSON.—If the local people would call the attention of Mr. Cox, the Inspector, to the state of matters, he would report to the Board of National Education.

Dr. *Gatchell.*—As Manager of the school I shall do so.

Rev. *J. M'Cay.*—I think it would be better to have no report made until the new Board is appointed.

Dr. *Leary.*—I may add that if the Board of Governors was remodelled on the lines suggested, it would meet the wishes of all denominations.

1328. Dr. TRAILL.—What would you suggest as the composition of the Board?—I think a fair representation of both bodies, Episcopalian and Presbyterian, would remove any discontent.

1329. Rev. Dr. WILSON. — Do you think they ought to be equal?—Yes, considering the pupils are so equally divided.

1330. Dr. TRAILL.—Would you approve of a clause that requires one of the teachers to belong to each denomination?—Yes.

Rev. *J. M'Cay.* — I have very little doubt the Presbyterian pupils would be in a majority if the proper Board were appointed. As things are at present we do not recommend our children to attend the school. We merely want fair play.

John M'Cay sworn and examined.

John M'Cay.

We want the Ministers of First and Second Castlederg appointed. That would satisfy the community in general, and we would work like one man for the success of the school.

1331. Dr. TRAILL.—Supposing it came to be a question of imparting religious instruction to the Presbyterian pupils in the school, which of the ministers could best perform that duty?—I do not see much religious instruction imparted in National Schools.

1332. You never made a greater mistake in your life. The best religious instruction is given in National Schools.

Witness.—Not in this locality.

1333. Rev. Dr. WILSON.—Are you agreed, Dr. Gatchell, that the representation should be equal on the Governing Body?

Dr. *Gatchell.*—I should think that would be too radical a change from the Will. The Presbyterians

and Methodists would entirely take the management out of the hands of the Church of Ireland.

1334. What would you suggest?—Rev. Canon Olphert, or his successor, Mr. King Edwards, and myself—three. Then the two Presbyterian ministers and the Methodist minister. That would make us equal.

1335. Dr. TRAILL.—Yes; but things might come to a deadlock unless you had an odd number.

Rev. Dr. WILSON.—It does not make the representation equal for the Presbyterians.

1336. Dr. TRAILL.—You must put yourselves in Dr. Gatchell's position. At present he has two to one on the Governing Body, and that is according to the Will. He is willing to come down to have half the Board, the other half to be divided between Presbyterians and Methodists.

Rev. *J. M'Cay.*—Make us equal, and give the Methodist the casting vote.

Dr. *Gatchell.*—I am giving in a good deal, and you must give in a little too.

1337. Dr. TRAILL.—I think Dr. Gatchell's scheme is not unreasonable from a man who has two to one at present.

Dr. *Gatchell.*—As I also agree to have it provided that one of the teachers shall always be a Presbyterian, I do not think I could be expected to go much further.

1338. Dr. TRAILL.—You have made a very good attempt to meet them half way, I must say.

Rev. Dr. WILSON.—As far as I can see you will not get cordial Presbyterian support unless you have an equality. *Jan. 4. 1893.* John M'Cay.

Rev. *J. M'Cay.*—That is the real point.

1339. Rev. Dr. WILSON.—Let there be three of each and then the Methodist as the seventh member.

Rev. *J M'Cay.*—I have worked a good deal with the members of the Episcopal Church, and I am bound to say they are most reasonable men, and I never had any difficulty with them nor with anybody else.

1340. Dr. TRAILL.—Dr. Gatchell, would you prefer to have a local layman amongst your three instead of Canon Olphert, who does not take an active interest in the School, and lives at a distance?

Dr. *Gatchell.*—A layman would be preferable, as he would always be on the spot.

Rev. *J. M'Cay.*—I think the Board should be a little larger than five or even seven, and that we should have some business men on it.

Rev. Dr. WILSON.—Make it nine.

Dr. TRAILL.—Four, four, and one, that would be.

Dr. *Leary.*—That would give confidence to the community.

Dr. TRAILL.—The Methodists would hold the scales. In our experience their results are the best educationally.

Dr. *Gatchell.*—I have no objection to an increased body of Trustees, but I object to such a radical change, and to the Church of Ireland members being swamped.

Rev. Dr. WILSON.—What we want to do is to frame such a Scheme as will produce a state of feeling calculated to make the School a success.

James Gamble sworn and examined.

1341. Dr. TRAILL.—What do you wish to say about this matter?—Owing to the management of this School there was a very influential meeting held some time ago in order to get up another School. I was one of those who met, but I did not like the idea of starting another School, and I suggested what has happened to-day, that this Commission should be invoked to widen the Governing Body. If you make the Board of Management wide enough you will have the sympathy of all classes. James Gamble

1342. What proportions do you suggest?—Nine members would be the proper number.

1343. How would you divide the nine?—I would give the Episcopalians and Presbyterians four each, and the Methodists one; that is my idea. I would be in favour of as many laymen being on it as possible.

1344. Would any laymen be willing to add a little money of their own to improve this School—a little local help goes a long way?—The meeting I referred to were prepared to put their hands in their pockets to build a school.

1345. Was that limited to Presbyterians only, or was it composed of all denominations?—Presbyterians only.

1346. Would you wish us to empower the Governors to educate some of the children in the Intermediate School?—If we had a building for an Intermediate School we should have a very successful one.

Dr. *Gatchell*.—I have a school three miles from this, and I appointed a Presbyterian teacher for it.

Rev. *J. McCay*, at the request of Dr. Traill, made the following statement respecting the Intermediate School, Castlederg:—After I came to this district I discovered that our young men were greatly handicapped owing to the fact that they had no higher school than the National School. There were three very promising young men to whom I gave lessons two evenings in the week in my lodgings. These continued with me until they were ready to compete for Queen's College Scholarships in Mathematics, and almost the whole of the Matriculation course in Classics. For this I charged nothing. It was then suggested to me by a neighbouring minister, Professor Henry, that the Intermediate Education Act was passed, and that I should open an Intermediate School here. I said if he assisted me I should do so with pleasure. He agreed, and we started an Intermediate School in a room which we still hold. After a time he was called to a Congregation in England, and then it fell into my own hands, and I appointed an assistant until we sent a young man to College, the young man with whom we commenced. After that I appointed a teacher.

1347. Dr. TRAILL.—What numbers have you?—At the present time, 22 or 23. The numbers have varied from 10 or 12 to 23 or 24.

1348. What fees do you charge?—£2 a quarter for all subjects. The school is in full operation now. Our young men have carried away scholarships.

1349. Who is your present teacher?—Mr. Parker, a B.A. of the Royal University. We are handicapped for want of a suitable house. We pay £9 a year for the premises we occupy. The parents of the pupils and myself form a sort of Committee. I approached the owner of the house where we have our school with the view of purchasing it, but the price he wanted was beyond our means. We should like either to build a school, or to buy a house, but we have no funds. We had a meeting on this matter along with members of Second Castlederg Church, who wanted to include in our scheme the building of a National School as well; but some of us were against multiplying schools, and it was pointed out that if Edwards' School was improved in arrangement and management it would meet all the requirements of the case. The thing was allowed to lapse, and now we await events. After completing another undertaking in which we are presently engaged, our next work may be an Intermediate School building.

Dr. TRAILL.—That is a very satisfactory statement and we are very glad to hear it.

The Inquiry then concluded.

Jan. 5, 1893.

PUBLIC SITTING—THURSDAY, JANUARY 5, 1893.

At the Courthouse, Londonderry.

Present:—ANTHONY TRAILL, Esq., M.D., LL.D., F.T.C.D., and Rev. H. B. WILSON, D.D., Assistant Commissioners.

The Assistant Secretary, F. REDMOND, B.A., was in attendance.

SCHEME No 24.—GWYN'S CHARITABLE INSTITUTION, AND JOSEPH YOUNG'S CHARITY

(APPLICATION FOR AN AMENDING SCHEME.)

Sergeant *Dodd*, Q.C. (instructed by *J. Kelso Reid*, LL.D., solicitor), appeared on behalf of the Governors of Gwyn's Charitable Institution; and *John Cooke*, B.L. (instructed by Mr. *W. L. Gilliland*, solicitor), appeared for the Governors of Joseph Young's Charity.

1350. Dr. TRAILL.—I take it, Sergeant Dodd, that you represent the Gwyn Governors and Mr. Cooke the Young Governors.

Sergeant *Dodd*.—I represent the Joint Board.

Mr. *Cooke*.—I beg Mr. Dodd's pardon. We, the Young Governors, received from the Commissioners an intimation asking us for suggestions with regard to the Scheme, how it worked, and what amendments were proposed if it did not work satisfactorily. We answered that suggestion by a memorandum setting out in what respects we thought it did not work properly. We have been invited by the Commissioners to come here, in accordance with that memorandum, to lay evidence before them. So far we represent the Young Governors. Sergeant Dodd, as I understand, comes here in support of a Scheme sent in by the Gwyn Governors, and in accordance with an intimation from the Commissioners that they would be prepared to receive evidence in support of that Scheme from the Gwyn Governors. That is the way I understand it.

1351. Dr. TRAILL.—I take it we may assume there is no Joint Board at present for the practical purposes of our sitting here to-day.

Mr. *Cooke*.—Certainly not.

Sergeant *Dodd*.—It is a matter of dialectical discussion rather than of practical weight. I am instructed by the Joint Board, by those who oppose any change in the Scheme as proposed by the Young Governors. I stand on the Scheme already framed by the Commissioners and sanctioned by the Privy Council. I stand upon the Scheme; Mr. Cooke seeks to alter it.

Mr. *Cooke*.—We are here on a notice issued by the Educational Endowment Commissioners to give evidence respecting the Endowments mentioned in the notice, and to hear an application for a Supplemental Scheme by Gwyn's Governors, and suggestions for amendment of Original Scheme. There is nothing about the Joint Board.

Sergeant *Dodd*.—It ought to have been mentioned. It is a clerical omission.

Mr. *Cooke*.—Nothing of the kind.

1352. Dr. TRAILL.—Unless we got your relative positions settled we shall not know how to proceed.

Sergeant *Dodd*.—There is no doubt Mr. Cooke has to proceed. With respect to the application for additional leasing powers the Gwyn and Young Governors are at one. That is an application to be made to you for the purpose of making an extension of the leasing powers which you have given in your Scheme, You have restricted them by your Scheme to leasing powers for 200 years. The experience of gentlemen in Derry, and of members of both Boards, is that leasing powers for 200 years are an unnecessary fetter upon the management of property in the city. Much of the surrounding property is leased for 999 years, and also in perpetuity, and the Boards think it imposes an unnecessary burden upon them to tie them down to 200 years. The Joint Board, therefore, respectfully suggest that the power should be extended to 999 years; and in that respect and in that sense I represent the Joint Board. We are all agreed on this matter, but Mr. Cooke further wants an alteration of the Scheme in respect of the matters dealt with in section 13. We do not agree to that. We do not want the Scheme altered. I hope that in the result the Derry gentlemen will all come to be of one mind on a question that they are already practically unanimous upon. The litigious portion is not very serious. The Young Governors want to alter the *status quo*, and we, the Gwyn Governors, want to preserve it.

Mr. *Cooke*.—I wish to know whether Sergeant Dodd still claims to represent the Joint Board. I say he does not. The Gwyn Governors are a separate body from the Young Governors, and I think it should be distinctly understood here that we represent two different sections of this joint Governing Body, Sergeant Dodd putting forward the views of the Gwyn Governors, and I putting forward the views of my clients, the Young Governors.

Sergeant *Dodd*.—I am instructed by the Joint Board, and my fee will come out of the funds of the Joint Board.

Mr. *Cooke*.—Sergeant Dodd throws suspicion upon our right to appear here at the invitation of the Commissioners. I would ask that it be placed on record that there is no objection to the Young Governors being paid their costs for appearing here from the joint funds.

1353. Dr. TRAILL.—Without expressing any opinion as to the merits of the matter, I think it will be more convenient if Sergeant Dodd represents the Gwyn Governors, and Mr. Cooke the Young Governors.

Mr. *Cooke*.—And that we both get our costs from the joint funds?

1354. I cannot make out how there is any Joint Board at all. You seem to have had a meeting or two, and then split off almost at the start.

Mr. *Cooke*.—It will take all Sergeant Dodd's dialectical skill to show how there is a Joint Board. As I stated already, we sent in a memorandum in response to a letter of September 21, 1892, coming from the Commissioners, and asking that we should give suggestions for alteration in the Scheme, and a

detailed account of how it had worked up to the present. We sent in our memorandum in reply to that request. I would direct your attention to what that memorandum states. It sets forth that "shortly after the Scheme became Law, the Young Governors, in accordance with the provisions of section 17 of the Scheme, passed a Resolution (appended hereto No. 1), at a meeting duly held on the 2nd day of February, 1892, requiring the Governors, in accordance with that section, to establish the Young Institution as a Boarding Institution, and requesting them to give the existing buildings of the Gwyn's Institution, then unoccupied, for the purpose on such terms as should be agreed upon." Before proceeding further, I call your attention to section 17 of the Scheme—"Power to establish Joseph Young's Institution"—which declares that—

"Whenever, in the judgment of a majority of the Young Governors, the amount of the Endowments available for the charitable purposes of the Will of Joseph Young, shall be sufficient for the Establishment, and for the permanent support of an Institution for the reception and maintenance of not less than thirty qualified boarding pupils; the Governors, upon the requisition of the Young Governors, shall purchase or take upon lease suitable premises, and may apply so much of the Capital of the Young Endowment, not exceeding in the whole the sum of Four Thousand Pounds, as shall be necessary for the purpose in establishing an Institution in or near the City of Derry, to be called 'Joseph Young's Institution,' and in providing for the purposes of said Institution suitable building grounds, equipment and appliances."

The clause further states that—

"With the concurrence of a majority of the Gwyn Governors, and a majority of the Young Governors, the institution may be established and the expenditure may be made upon any part of the existing lands or buildings of Gwyn's Institution, if the same can be made suitable for the purpose; and in that case the Governors may charge to the income of the Young Endowment, and may credit to the income of the Gwyn Endowment, such reasonable sum as may be agreed upon, by way of annual rent for the premises so appropriated to the purposes of Joseph Young's Institution,"

and so on. That clause was inserted by the Commissioners in order to carry out the express intention of the testator who left this money in his Will; and it was inserted at the direct instigation of the Young Governors. As detailed in the memorandum, the Young Governors, in pursuance of that clause, passed a resolution requiring the Joint Governors to found this Institution. The resolution was as follows:—

"That in accordance with Clause 17 the Young Governors report to the Governors that the amount of the Endowment available for the charitable purposes of the Will of the late Joseph Young is sufficient for the establishment and permanent support of an institution for the reception and maintenance of not less than 30 qualified boarding pupils.

"That the Young Governors (in compliance with Clause 17) hereby request the Governors to establish the Institution, to be called 'Joseph Young's Institution,' in the existing buildings of Gwyn's Institution on such terms as a majority of the Gwyn Governors and Young Governors should agree upon."

Then the memorandum proceeds—

"Upon this being submitted to the Joint Board, at a meeting held on 4th February, 1892, for the purpose of effect being given to such resolution as provided by the above section, the majority of those present, such majority being composed largely of the former Gwyn Governors, passed the following resolution — 'That the Governors take no steps at present to establish an Institution, as permitted by Clause 17 of the Scheme; but that the available income of the Young Endowment shall be applied for the benefit of qualified pupils, in accordance with the other provisions of the Scheme as detailed in Clause 20.'"

1355. Dr. TRAILL.—I want to ask a question about that. In the Scheme it is provided that there shall be twelve Governors in each of the separate bodies. How did it happen that on 4th February the majority was largely composed of the former Gwyn Governors? Was this on account of the former Gwyn Governors remaining on?

Mr. *Cooke*.—There was, at the time of the Scheme, an existing Board of twenty-four Gwyn Governors; and when the Commissioners came to form a Board they asked the Young Governors not to press them to require any of the former Gwyn Governors to vacate office, but to select from the Board of Gwyn Governors such Young Governors as they thought fit, to take the future Young Governors from the existing Gwyn Governors. That was done for the purpose of not causing any Gwyn Governor to retire from his position, and in fact to utilize the existing material without making the Board too large.

1356. Were the twelve names that were put into the Scheme, as representing the Young Governors, selected from the twenty-four Gwyn Governors?

Mr. *Cooke*.—Certainly, to a large extent. You may take it that at the present time there are only four persons on the Joint Board who were not original Gwyn Governors.

1357. Were there twelve Governors representing the Gwyn Governors present at that time?

Mr. *Cooke*.—Certainly.

1358. Then the statement that this majority consisted largely of past Gwyn Governors did not imply that the full Board of Young Governors were not present?

Mr. *Cooke*.—No. What it means to convey is that Governors that were formerly connected with Gwyn's Institution were nominated as Young Governors and continued their affection for the Gwyn Board to such an extent that they acted with them. They could not dissociate themselves from their early historical associations. That is the difficulty. You cannot get these gentlemen to drop their early training and associations in dealing with the Young Endowment. When the Joint Board meets the Young Governors who were formerly on the Gwyn Board continue to act with their old colleagues, so that the Young Governors have no power.

1359. "The majority being composed largely of Gwyn Governors" does not throw any reflection on the Gwyn Governors of having acted unfairly?

Mr. *Cooke*.—No reflections on anybody. What we complain of is that when they passed that resolution on 4th February, the Joint Board affected to override the express provisions of Clause 17 which gave the Young Governors absolute power to found an Institution in accordance with the Will of Joseph Young. The Joint Board simply said, we will adopt the boarding-out system, and we shall have no Institution at all. Clause 20 referred to is a clause enabling the Governors to adopt the boarding-out principle.

Sergeant *Dodd*.—How does he interpret the 20th section? That is the point between us.

Dr. TRAILL.—That is the whole matter.

Mr. *Cooke*.—Clause 20 provides that—

"The Governors may provide for the maintenance of qualified pupils by placing them in families, with whom they shall be lodged and boarded, subject to such rules as the Governors shall from time to time prescribe, and to the conditions and provisions herein contained. The families shall belong to the same religious denomination to which the children placed with them may respectively belong, and shall reside in or near the City of Londonderry; no pupil shall be placed with any family residing more than one statute mile from a place of worship belonging to his or her religious denomination, nor more than one statute mile from a school under the management of the Governors or approved by the Governors, and under the management of a member or members of such religious denomination; and provision shall be made for the education of every pupil in such school as aforesaid."

Sergeant *Dodd*.—We are "the Governors" referred to in Section 20.

Jan. 5. 1892.

1360. Dr. TRAILL.—That goes back to the original definition.

Sergeant *Dodd.*—I hold it means the Joint Board.

1361. The definition in the Scheme is "the Governors shall mean the Governing Body of the Gwyn Endowment and the Young Endowment hereby incorporated."

Mr. *Cooke.*—What we say in regard to that is this—So far as the 17th Clause is concerned, there is an express provision that the Young Governors may, on a requisition, call on the Joint Board to found an institution, and that cannot be overridden by a subsequent part of the Scheme.

Sergeant *Dodd.*—I do not question his right under Section 17. What is his reading of the word "Governors" in Clause 20? According to my view it can only mean one thing.

Mr. *Cooke.*—It occurs to me that Lord Justice Fitz-Gibbon, who drew this Scheme, if he were here would be able to briefly answer the Sergeant's question better than I could. The matter appears to me to be perfectly plain. The Young Governors came to the conclusion that they wanted an institution which Joseph Young's will says he wanted himself. They called upon the Gwyn Governors or the Joint Body to found such an institution as they were entitled to do.

Sergeant *Dodd.*—But not on the Gwyn property.

Mr. *Cooke.*—Sergeant Dodd asks me who are "the Governors" in Section 20, the boarding-out Clause, which he says can alone mean the Joint Governors. I answer that by saying you must go back to Clause 13. That Clause is headed "Management of the Endowments," and runs as follows:—

"Save as herein otherwise provided, and unless and until the Governors shall make arrangements for the joint management of the Endowments in manner hereinafter prescribed, the Gwyn Governors shall have the exclusive control of the Gwyn Endowment and of Gwyn's Institution, and the Young Governors shall have the exclusive control of the Young Endowment, and the provisions of this Scheme relating to the Endowments shall apply to, and shall be observed by the Gwyn Governors and the Young Governors, respectively: provided that the Governors from time to time by resolution passed at a meeting of the Governors held on due notice, with the concurrence of a majority of the Gwyn Governors and a majority of the Young Governors for the time being, may make such arrangements as they may think expedient for the joint management of both the Endowments, or for the joint discharge by the Governors, or by Committees appointed by them, of all or any of the duties or functions of the Governors under this Scheme."

Sergeant *Dodd.*—What is the meaning of "save as hereinafter provided"?

Mr. *Cooke.*—It is as plain as daylight that the application of the boarding-out principle to these Endowments depends upon the action of the Gwyn or Young Governors, respectively. Each Board decides whether it shall board-out or not. It is provided that the provisions of the Scheme shall be applied by the Young and Gwyn Governors, respectively, unless and until the resolution of amalgamation takes place. It is well to say this that, whatever construction Sergeant Dodd puts on Clause 13 or on the Scheme, or whatever construction the majority of the Joint Governors may seek to place upon it, the Scheme was passed with the express intention of giving a separate control to these separate and distinct sets of Governors. It was so understood, and if that had not been provided for and inserted, the Scheme would not have been allowed to pass in that form at all. Therefore, what we say is this, that if this Clause does not give a separate control to the Young Governors and to the Gwyn Governors over their respective Endowments until this resolution for amalgamation is passed, it is the bounden duty of the Commissioners to make it in accordance with the intentions of the parties at the time this Scheme was passed, and to take care that the rights of the parties are not quibbled away by mere grammatical construction. It was on the faith of that that the Scheme was passed, and if Clause 13 does not mean what I say then we were distinctly misled, and we suggest it is the duty of the Commissioners before their powers expire to set the matter right. Unquestionably at the present time discussions are going on, of which we will lay evidence before you in regard to what the meaning of this Scheme is, and apparently the Gwyn Governors have not even arrived at a conclusion as to what the meaning of it is, whatever it may be. As I am instructed, the meetings are chiefly occupied with discussions upon the grammatical construction of the Scheme. Instead of turning their attention to what is most beneficial for the children whom they are bound to provide for, I am informed their proceedings resemble an Intermediate Board discussion of grammar and dialectics. The whole time is occupied in interesting and academic but unprofitable discussions, which do not further in any degree the interests of the people for whose benefit the Endowments and the Governors both exist. They should be set right by the Commissioners one way or another. To my mind neither Clause 13 nor Clause 17 ought to have given rise to any difference unless these Boards had taken sides and created differences for their own edification. It would appear to me that it is beyond argument it is so distinct. It may be as well to thresh it out now. The contention of the Gwyn Governors always has been that that Clause "Management of the Endowments," does not mean management of the Endowments in the ordinary acceptation of the word, that is to say, you are not to found an institution, etc., if you think fit, but simply that management of the Endowments means management of the money and nothing else.

Sergeant *Dodd.*—That was the undoubted intention.

1362. Dr. TRAILL.—That is the contention of the Gwyn Governors.

Mr. *Cooke.*—Sergeant Dodd says it was the manifest meaning and intention and purpose of Clause 13 merely to empower the Young Governors to deal with investments and finance, Government Stock and so forth. That is the way they read the words "Management of the Endowments." In the definition "Endowments shall mean and include all the moneys, funds and securities mentioned in the Second Schedule hereto, and all investments and accumulations thereof" etc. But I say that Endowment means something more than the money because if you turn to the beginning of the Scheme you will find that it is a Scheme for the management of the Endowments of the Gwyn Charitable Institution and the Joseph Young Charity.

Sergeant *Dodd.*—It speaks of the "Government" and "Management" of the Endowment. They are not the same.

Mr. *Cooke.*—Endowments is the controlling word. The "future Government and Management of the Endowments" I take as covering both. If Sergeant Dodd is in doubt on the point I would refer him to Clause 2, which provides that, "From and after the date of this Scheme, a Governing Body shall be formed for the future management of the Endowments." What is that Governing Body constituted for—to govern and administer the Endowments, or merely to manage the finances of the Institution? In general to manage the trust for which these finances and Endowments are held, or merely to look after investments? I think really it is beyond all argument and without any sense, and it is difficult to keep one's mind applied to the logic of the matter. The Governing Body is formed for the future Government and Management of the Endowments, and are we to be told that Endowments mean only finances,

1363. Dr. TRAILL.—Look at Clause 12, "Application of the Endowments." It is a duty thrown upon the Governing Body.

Mr. *Cooke.*—What I contend is this, that the heading

"Management of the Endowments" is used in the general sense of management not only of the funds, but of the Trusts upon which the funds are held. You will find it used throughout the whole Scheme in that sense, and in that sense it is used in Clause 13. You will also find where the separate bodies are constituted, that they are specially charged with the management of the two Endowments, the Young Governors are specially charged with the management of the Young Endowment, and the Gwyn Governors are specially charged with the management of the Gywn Endowment, and so forth. If Sergeant Dodd's contention is right, and that the only duty the Young Governors have to do is to consider whether they would invest in "Goschen's" or East India Stock, and what they should do in matters of that sort, I would like to know what is the object of inserting in this Scheme provisions as to quarterly meetings of the Young Governors, for a separate Minute Book, Committees, Ladies Committees for the management of the Endowment, &c. Were the ladies to throw light on the finances? Clause 33 provides that:—

"The Governors, and the Gwyn Governors and the Young Governors respectively, may, from time to time, appoint such Committees as they shall think fit, each consisting of any two or more of their number, to superintend and carry into execution any orders, rules, or directions with respect to the purposes of this Scheme, or to manage any business which they may deem it expedient to depute to a Committee. They may also, if they think fit, appoint a Committee of Ladies to assist them in the management of any Institution or School. The Governors appointing each Committee may fix the *quorum*," etc.

The Clause with regard to the minutes is 31, *inter alia*:—

"Minute Books shall be kept by the Governors, and also by the Gywn Governors and the Young Governors, when meeting separately, in which all minutes of their proceedings shall be duly entered."

That, you would think, is almost enough. If Clause 13 means management of the Endowments in the sense of management of the investments, I should like Sergeant Dodd to explain why elaborate provisions were inserted from Clause 37 to Clause 40, in respect of the management of the Estate, investment of Funds, &c.? If he will look at Clause 37, he will find it provided that:—

"The Governors may from time to time make such arrangements as they may deem expedient for the custody of their common seal, and of all deeds and documents belonging to the Endowments, for the management of the estates, and property invested in them, for keeping proper maps and records of holdings and tenancies, for the appointment of a land agent or land agents, and for the employment of a Solicitor or Solicitors."

Sergeant *Dodd.*—Do you read "Governors" in Clause 37 as "Young Governors" and "Gwyn Governors" respectively?

Mr. *Cooke.*—I have already stated that I read "Governors" throughout this Scheme as meaning the Young Governors until this resolution to amalgamate is passed. I hold it is the Young Governors unless there is an express provision in the Clause that it means the Joint Board. If Clause 13 means that the Young Governors were to have separate and distinct management of their finances only, if it applied to finances alone, what was the object of putting in the Clause at the end of Section 35, or Clause 40? Clause 13 plainly applies to the general management of the affairs of the Trust. The joint property is vested in the Joint Board with a common seal, and when they come to deal with the property there must be a *quorum* of both assenting to it. The management of the property is dealt with under separate Clauses, which shows conclusively that Clause 13 must have a distinct and separate application, entirely apart from the mere management of the finances. Besides, if you look at the concluding Clause of Section 13, you will find that they may make such arrangements as they think expedient for the joint management of both Endowments, or for the joint discharge by the Governors, or the Committees appointed by them, of all or any of the duties or functions of the Governors under the Scheme, showing that the general duties and functions of the Scheme had been delegated to the Young Governors until such time as the resolution for amalgamation was passed. We submit that the intention was this:—The concluding portion of the Clause says they may make, if they like, two bodies meeting jointly together, and making arrangements for the joint discharge, by themselves or committees appointed by them, of all or any of the duties or business of the Scheme, showing that the joint duties and functions of the Scheme had been delegated to the Young Governors until such time as the resolution was passed. We claim that the Scheme be brought into conformity with the clear intention and object, if there is any reasonable doubt with regard to it.

Sergeant *Dodd.*—This is not a court for construction of the Scheme, but would you mind going, for my guidance, through the different Clauses, and saying what amendments are wanted in each of them. Take Clause 14 for instance?

1364. Dr. TRAILL.—Or Clause 12?

Sergeant *Dodd.*—Of course we submit you have no power to adjudicate upon these questions of construction.

1365. We will report to the Full Commission, and the legal questions will be decided by the Judicial Commissioners.

Sergeant *Dodd.*—Your Commission has the power of interpreting its own Scheme?

1366. Yes, by amendment.

Sergeant *Dodd.*—Assuming Mr. Cooke is right it needs no amendment, if he is wrong it does need amendment. What does he propose to leave to the Joint Board? What does he propose to leave to the individual Boards? Let us see the length of the alterations he proposes. If he is coming for amendments he must show us what the amendments are in Clauses 12, 14, 18, 19, 20, 21, and so on. He should let us know if he intends to leave anything for the Joint Board at all. According to his case, to his understanding there is nothing left for the Joint Board at all, not even a scintilla. If I am to meet the Scheme that is propounded here, I should ask what is the Scheme, and whether the Gwyn Governors are to be left anything but the right of discussion?

Mr. *Cooke.*—I have in a general way, but with sufficient distinctness, indicated what our construction of Clauses 13 and 17 is. It does not seem to me a work of superhuman difficulty to bring the Scheme into accordance with that construction. My position is that the Scheme does mean it, but that the Gwyn Governors considered that, owing to certain grammatical matters, it is open to doubt, and discussions have arisen and the time of the Board has been occupied with it, and the Commissioners have been asked to make the thing distinct and bring the Scheme into conformity with it. In general, as to the position we would leave to the Joint Board, there were two mentioned at the time the Scheme passed, and two alone. One was that the Joint Board should have the selection of the pupils, as it was supposed they would know better how many boys and girls were taken from individual families, and so on. That portion of the Scheme was to be worked jointly.

1367. Dr. TRAILL.—Reserving this legal point, it seems to me you have rather given yourself a little away, because the Clause might still mean that until the Joint Board is created each Board should elect their own pupils.

Sergeant *Dodd.*—If it means it in Clause 14 it means it throughout.

1368. Dr. TRAILL.—The Young Governors seem to say that the selection of pupils is reserved to the Joint Board. That is why I said Mr. Cooke had rather given himself away.

Mr. *Cooke.*—It is scarcely the term to apply. What

Jan. 5, 1893.

I said was that it was the meaning of the Young Governors, and the intention of the Scheme at the time it was passed, that the Joint Board should select the pupils.

1369. That is not necessarily the interpretation of the Scheme, but I recollect it being stated at the time by Lord Justice FitzGibbon that it would be an advantage if the two Boards selected the pupils. That was the argument in favour of an amalgamated Board, but Lord Justice FitzGibbon has not said anywhere that the Joint Board should select the pupils if they did not amalgamate.

Mr. *Cooke.*—No; he did not say so. We do not wish to press matters unfairly. If we had been met in a fair spirit we would have carried out the Scheme independent of grammatical niceties. If we had been allowed to found an Institution, in accordance with Clause 17, we would not have pressed these matters at all. But, owing to the position taken up by the Joint Board, they have simply swept every scintilla of control over this Endowment from the trustees to whom it was given, and from the Young Board as a distinct Board, into the Joint Governors.

1370. As regards a matter of fact: whether, when the Young Governors consist of twelve, as they do, when they come to meet do they, or a majority of their body, arrive at a different conclusion from the whole twenty-four, when the two twelves meet, because it is implied in the memorandum that it is owing to the defection of some of the Young Governors that the Joint Board has not carried out the Young resolution about founding the Institution.

Mr. *Cooke.*—An answer to that will be found in the memorandum, which says—"In consequence of the above action of the Joint Board the Young Governors held a meeting on the 2nd June, 1892, at which the resolutions" (appended hereto, No. 1) "were passed unanimously."

1371. It says passed unanimously, yet it says in another part that the majority was composed largely of the Young Governors voting against themselves. That is what puzzles me.

Mr. *Cooke.*—On the occasion when the resolution was passed unanimously there were only eight Governors present. The four gentlemen who go along with the Gwyn Governors were not present. When they meet in the Joint Board the division is 16 to 8.

Sergeant *Dodd.*—Mr. Cooke's Board only carried this resolution to present the memorial by 5 to 4.

Mr. *Cooke.*—That is not so. The majority were Young Governors; the minority were the four who always vote with the Gwyn Governors, and are really more Gwyn than Young Governors. There is no blinking these facts at all.

1372. Dr. TRAILL.—I see the memorandum states that "Since then the letter from the Commissioners of the 21st September, 1892, asking for suggestions and statements as to the working of the Scheme, has been received, and at a meeting of the Joint Board held on the 6th day of October, 1892, the Young Governors proposed that a joint statement which was read at the meeting, and admitted to be impartial, should be forwarded to the Commissioners, asking to have the Scheme amended so as to obviate, if possible, the present friction between the Boards; but the Gwyn Governors, who formed the majority of those present, refused to do so." Now the Gwyn Governors could not form the majority unless some of the Young Governors were absent or voted with their former colleagues.

Mr. *Cooke.*—Sergeant Dodd has called attention to the application of the word Governors in Clause 12. I say it is to be there read as controlled by Section 13 to mean the Young Governors, until this resolution mentioned in Clause 13 is passed—"and the provisions of the Scheme relating to the Endowments shall apply to and shall be observed by the Gwyn Governors and the Young Governors respectively." We think the thing is sufficiently obvious and that there is no difficulty about it; but if the Commissioners should think it requires to be made clearer and put right, then we ask them to bring it into accordance with the understanding and the faith upon which this Scheme passed, and has been accepted. The Memorandum proceeds to point out that the Joint Board refused to found a Young Institution at all. It was admitted there were sufficient funds to do so. No question arose as to the suitability of Gwyn's buildings for the purpose. What the Joint Board did simply was to say:—"We will adopt the boarding-out system whether you like it or not."

1373. Dr. TRAILL.—Where is that resolution?

Mr. *Cooke.*—The resolution:—"That the Governors take no steps at present to establish an Institution, as permitted by Clause 17 of the Scheme, but that the available income of the Young Endowment shall be applied for the benefit of qualified pupils in accordance with the other provisions of the Scheme, as detailed in Clause 20," that is the boarding-out principle. That is the resolution that the Young Governors complain of. It plainly meant and intended that the Joint Governors had the power to adopt what course they liked, and to prevent the Young Governors founding an institution in accordance with Clause 17.

1374. That would be a very anomalous result if the Scheme meant that the result of the amalgamation was to prevent the Young Governors having any institution at all. That could hardly have been the meaning of the Scheme.

Mr. *Cooke.*—That is what we contend. When the Commission was in Derry one of the chief reasons pressed upon it in favour of the amalgamation was, that the Gwyn Governors were possessed of these splendid buildings and grounds, which could be handed over to the Young Governors as an Institution for girls. And the extraordinary result is that not only have they refused that Institution for the purpose, but they have refused even to allow us to found an institution at all.

1375. Clause 12 settles the point. It contemplates that the Endowments may be applied respectively to two Institutions, and the Young Governors were clearly entitled to proceed with the founding of their Institution.

Mr. *Cooke.*—The Young Governors state in the Memorandum that, "This resolution was in direct conflict with Section 17, and *ultra vires* and illegal; it purported to overrule the wishes of the Young Governors and set aside their resolution as to the establishment of a Young Institution for boarding, specially reserved to them under Section 17, and attempted to force upon them the boarding-out system of which they disapproved as applied to their Endowment. A further difficulty arose through the Gwyn Governors considering that they had no power to lease the Gwyn buildings to the Young Governors, and the latter not being able to see their way to spend money upon them without some security of tenure." It would have been necessary to spend about £1,000 on the Gwyn buildings to adapt them to the purpose, and the Young Governors naturally wanted some security that they would not be turned out.

1376. That is a small matter, we can easily rectify that, if it should be found necessary.

Mr. *Cooke.*—The memorandum adds that "one of the chief objects for which the Endowments were joined under one general Governing Body, while leaving the management separate, has failed in its purpose, viz:—the utilizing of the disused Gwyn Buildings for the purposes of the Young Institution, as it was put forward before the Scheme was framed, that it would be of great advantage for the Young Governors to be able to utilize the Gwyn Institution."

1377. Have the Gwyn Governors boarded out all the boys?

Mr. *Cooke.*—Yes.

1378. What have they done with the house?

Mr. *Cooke.*—They have done nothing with it. It has been used for no purpose whatever, connected with the Endowments. The Gwyn Governors want now to convert it into a suburban place, and seek powers to make streets and squares, and all sorts of things.

1379. What has become of the boys?

Mr. *Cooke.*—They are all scattered about.

Sergeant *Dodd.*—We will show you that the very best system has been adopted.

Mr. *Cooke.*—The whole result of this elaborate Scheme, which was drawn up by very able men, and extends to thirty or forty pages, is that the Board meets and divides the income of the Endowments between a number of families on a system of out-door relief, without any other provision of the Scheme being brought into force at all. We say that that was not the intention of the testator as expressed in his own will. We ask that Joseph Young's Endowment be applied to something higher and better than that, and that we be given the chance of putting into operation the clauses of the Scheme which we think can be so beneficially used.

1380. Dr. TRAILL.—Shall we have any evidence from the Gwyn Governors as to these matters?

Sergeant *Dodd.*—If you wish. They are here. I do not propose to examine any of them.

1381. We shall inquire of them ourselves.

Sergeant *Dodd.*—Any question will be answered.

Mr. *Cooke.*—The memorandum states that "the Governors have not since that refusal used the said buildings for any purpose connected with either charity or sold the same." The resolutions of the Young Governors, which were passed unanimously on 2nd June, 1892, are then referred to, and are set out in the appendix. The Young Governors protested against the action of the joint body, and further resolved—"That inasmuch as in the recent negotiations with the Gwyn Governors, there appearing to be some difficulties in procuring a portion of Gwyn's Institution for the purpose of a boarding school for the Young Charity, and it being uncertain whether the Gwyn Governors may or may not require the said Institution for the purposes of their own Endowment, we deem it advisable, by this resolution, to lay aside half the annual income of the Young Charity, till the capital sum of £4,000 is reached for the purpose of building Joseph Young's Institution, should it be found that no suitable premises are then obtainable."

1382. Dr. TRAILL.—Is there any record of how many of the Young Governors were present at the meeting on the 2nd of June, at which these resolutions were passed?

Mr. *Cooke.*—Eight were present. They would not have been passed unanimously if the whole twelve had been present. The full Board was not present. The members present were—Rev. Dr. Ross, Chairman of the Young Governors; Rev. Robert Nevin, John Cooke, Joseph Cooke, Alexander Black, George Gilliland, Aaron Baxter, and John Dick.

Sergeant *Dodd.*—It is, perhaps, also of importance to know that one of the Governors, represented as being unanimous, tells me that he dissented and entered his protest.

Mr. *Alexander Black*, J.P.—I did not enter a protest, but I dissented from the resolution.

Sergeant *Dodd.*—That reduces the eight to seven.

Mr. *Cooke.*—Here are the minutes, subsequently signed as correct by Rev. Robert Ross as Chairman, without any dissent at all. It appears Mr. Black was present at the subsequent meeting at which they were signed as correct.

Sergeant *Dodd.*—He says he dissented.

Mr. *Cooke.*—He cannot go behind the official record to which he assented. After stating that the boarding-out system had been temporarily adopted the memorandum proceeds—

"The Young Governors are, however, of opinion that such does not meet the requirements of the case, nor is it an adequate disposal of the trust."

And then the memorandum lays before the Commissioners what the respective contentions of the two Boards are, and proceeds— Jan. 5, 1893.

"It was in consequence of the above differences between the two Boards that the Young Governors adopted the last of the resolutions set out in the appendices at their meeting on the 2nd June asking for an amendment of the Scheme."

I believe it should really be the 4th of June not the 2nd. The memorandum continues—

"The Young Governors desire that such amendments should be made in the Scheme as will more accurately define the powers of the Young Governors when acting separately, as distinct from the Gwyn Governors, in conformity with Clause 13 and with the undoubted intention of all parties when the Scheme was passed. It is suggested that this can be done by defining the word 'Governors' to mean the Young Governors, when it occurs in relation to matters directly appertaining to the Young Endowment, and similarly defining it to mean the Gwyn Governors, in matters relating to the Gwyn Endowment, reserving to the joint Governors such matters as are specifically mentioned therein. Such a course would prevent further friction and possible litigation."

We should have been quite satisfied if Lord Justice FitzGibbon had simply written down to Derry to say what was the meaning and intention of the Scheme upon these contested points. I am sure the Gwyn Governors would have accepted any exposition of that kind from Lord Justice FitzGibbon as well as the Young Board and it would have saved further discussion. Unless something of that kind is done I fear that no conclusion can be come to without the interference of the Court of Chancery, and it would be a very lamentable thing, indeed, if we had to go to the Law Courts to expound the Scheme. Another request in the memorandum is as follows:—

"The Young Governors also desire further powers to be given them or the Joint Governors to take renewals of leases, execute repairs on house property, and rebuild houses on the property which are too old or ruinous to be satisfactorily repaired."

1383. Dr. TRAILL.—How was it that any difficulty arose about this question of leasing the premises of Gwyn's Institution for the purpose of Young's Endowment?

Mr. *Cooke.*—As I understand it, Young's Governors had the place surveyed by an architect, and he reported that it would require from £1,000 to £1,200 to adapt it for the accommodation of girls, and the Young Governors did not wish to spend that without a guarantee of undisturbed occupancy, and that the Gwyn Governors said they could not give.

1384. I may call your attention to clause 18, which requires that the Governors, if they cease to use the existing premises of Gwyn's Institution, may sell or otherwise dispose of it, subject to the approval of the Charitable Bequests Commissioners, except in the case of its being handed over to the Young Governors, in which case there is no necessity for obtaining the sanction of the Commissioners of Charitable Bequests. We want to know exactly what raised these difficulties?

Mr. *Cooke.*—Well, we were met with two objections—first, that it was not expedient in the opinion of the Joint Board to establish a Young Institution at all; and secondly that, assuming it was expedient, the Governors could not lease to themselves. They said to the Young Governors—

"You may spend £1,000 or £1,500 on this building, but we can give you no security of tenure, we can give you no undertaking that we won't take them from you to-morrow."

1385. There is no provision for the whole Board giving a lease to the half Board. There is no necessity for a lease.

Sergeant *Dodd.*—That is what we thought, but they insisted upon getting security.

Mr. *Cooke.*—We merely want some reasonable security that we shall not be put out next year if we spend this money on the building in the meantime.

Jan. 5, 1893.

1386. Dr. TRAILL.—How could the Joint Board give the Young Governors access to these buildings and thenturn them out?

Mr. *Cooke.*—They might readily enough.

1387. Could they take them from themselves?

Mr. *Cooke.*—They might take them from themselves in this way, by selling or leasing or re-occupying after we had spent our money on them. They have the power to do it.

1388. That would be an extraordinary defect in the Scheme, if it is so.

Mr. *Cooke.*—I do not suppose the Commissioners require any evidence with regard to these matters, for in fact all these resolutions are set out, and the persons present are all mentioned; but if you think it necessary, I shall call the Chairman of the Governors of the Young Endowment, and show you the work that has been done up to the present.

Sergeant *Dodd.*—As far as I can understand Mr. Cooke, he asks you to construe the Scheme, and to say, as a matter of construction, his view is right. I respectfully remind you that you have no power or authority to bind either the Gwyn Governors or the Young Governors to any interpretation of the Scheme. If Mr. Cooke has any doubt about the Scheme it is his business to have it rectified in accordance with the view he takes of it; but, as I understand the Scheme, it stands absolutely free from doubt in legal construction. The Scheme is framed with a view to amalgamation. Section 12, as you will see, makes that quite clear as I understand it, and as I am told by my clients, who say that it was the view of everybody at the time it was passed, and was the basis upon which the compromise was accepted as contained in Clause 13; and the facts that will be deposed to by my clients are perfectly in accordance with the legal construction of the Scheme, which seems to me a perfectly drawn Scheme. You will see that it is a Scheme framed for the future "Government and Management" of the Endowments. "Government and Management," these two words are very important. The Government and the Management are distinguished throughout—the Government is the first thing, the Management the second. The Messrs. Cooke are protected, hedged round about in every way in the constitution and working of their Board; then the "Application of the Endowments" is dealt with in Clause 12, and then you come to Clause 13, which was put in because, under the Will of Mr. Joseph Young, there was some five per cent. given for the management of his finances, and that was considered a sufficient reason for preventing the finances of the two bodies being at once amalgamated. But I would call your attention to the words in this Clause 13—"save as herein otherwise provided, and unless and until the Governors shall make arrangements," and so on. Of course that means "save as herein otherwise provided" in the rest of the Scheme. It was intended to restrict that to the management of the finances of each, and if it is provided anywhere else that the Governors shall be the Governors of the Joint Body, that is a proviso "otherwise" contained in the Scheme as provided for by Section 13. According to Mr. Cooke's own admission, in Section 14 "Governors" means the "Joint Governors," therefore Section 14 is "otherwise provided."

1389. Dr. TRAILL.—I pointed out to him already that he was rather giving himself away about the nomination of pupils.

Sergeant *Dodd.*—He was bound to give himself away, because, as a lawyer, he could not argue otherwise. The Scheme was the result of a compromise. Clause 13 was put in at the end of the matter, and it could, therefore, hardly be a Scheme that would hold absolutely together, because I could very well understand how the Draft was made for the Joint Body, and then this Clause put in by way of compromise. The "Application of the Endowments" in Clause 12 is a very different and more important thing than the "Management of the Endowments" in Clause 13, which is the maintaining of the buildings, the collection of rents, and the payment of salaries.

1390. "Of the respective Institutions," implying there are to be two.

Sergeant *Dodd.*—That is "unless herein otherwise provided." No difficulty arises on Section 12, where it is not otherwise provided it is to be separate, where it is otherwise provided it is to be joint. Section 14 therefore means joint management.

1391. The latter part of Section 13 provides that, before they can act as a joint body, it requires the concurrence of a majority of both Boards, or of each Board.

Sergeant *Dodd.*—That is a mistake in construction. That is not the Joint Board.

1392. Very well; we want to report what the legal points raised are.

Sergeant *Dodd.*—"Save as herein otherwise provided, and unless and until the Governors shall make arrangements for the joint management of the Endowments in manner hereinafter prescribed, the Gwyn Governors shall have the exclusive control of the Gwyn Endowment and of Gwyn's Institution, and the Young Governors shall have the exclusive control of the Young Endowment, and the provisions of this Scheme relating to the Endowments shall apply to and shall be observed by the Gwyn Governors and the Young Governors, respectively." I submit that that word *respectively* refers back to and interprets Section 12 in the way I have mentioned. What you have referred to is for the joint management of both Endowments, not for the creation of a Joint Board which has already been created, and which it was the intention of the parties to have for the joint management of both the Endowments, and for the other purposes of the Scheme. So far as relates to the matter of the separate Endowments only the joint management has been voted for.

1393. Are these separate majorities only required in regard to the joint management of property? Does not the joint action of the Governors on other matters require the separate consent of a majority of each of the bodies?

Sergeant *Dodd.*—The duties are to be discharged by the respective Boards. The meaning of the Clause is this:—It was proposed to constitute a Joint Board; the Messrs. Cooke had rather an objection to that on some grounds of finance; we desired to preserve their rights and to make the terms as fair as we could between them; we created a Joint Board by this Scheme which delegated to this Joint Board certain specified duties; the Commissioners also created separate Boards for the Gwyn Endowment and for the Young Endowment for certain specified objects connected with the management of the finances of each Endowment. The Commissioners, I take it, did not look upon that as a final thing. They desired to see the time when all distinctions between the funds should cease, and both be merged in a Joint Board. I consider the Young Governors have got a considerable advantage by that arrangement because there was a breadth given to the Young Endowment which it would not otherwise have got. The Young Scheme is a purely Presbyterian Scheme, but being incorporated with the Gwyn Institution it became a general Scheme for the benefit of the entire community instead of being isolated and sectarian.

Mr. *Cooke.*—There is no such limitation.

1394. These are not legal questions. What is Sergeant Dodd's view about the meaning of the words "for the joint discharge by the Governors, or by Committees appointed by them, of all or any of the duties or functions under this Scheme"? You seem to limit that to the discharge of duties of finance by the Governors acting separately under this Scheme, but your former argument was based upon the fact that there was a Joint Board. I want to understand exactly what you mean. I take Clause 20. There the Governors are mentioned simply as having the

power to Board out. In your interpretation of Clause 13 do you, or do you not, contend that before the Governors can act under Clause 20 they require the separate assent of the Young Governors and of the Gwyn Governors?

Sergeant *Dodd.*—Clearly not. The separate Endowments are specially provided for. Any provision that is made for work to be done by the Joint Board in this Scheme is to be done by the Joint Board; and any provision for work to be done by the separate Boards, is to be done by the separate Boards, unless and until the resolution is passed.

1395. That would require the separate consent of both. I have your views correctly.

Sergeant *Dodd.*—That proviso in Clause 13 is practically confined to the finances. With regard to Section 14, I will not take Mr. Cooke's admission. I will say he goes back of that. I will take it now as a thing contended for. I will take the statement from the Governors themselves in the memorandum presented to you. Take Section 14, it says "Every election shall be held at a place, and on a day to be appointed by the Governors, of which every Governor shall have due notice." We say that is a provision for election by the present Board.

1396. And you think that would not require the above resolution to be passed, providing for the joint discharge of that duty?

Sergeant *Dodd.*—I do, because it is a provision otherwise made in the Scheme itself. Now Section 15, as to qualifications of pupils, has no special reference to Governors, unless under the last clause, sub-section (*d*):—

"All candidates shall present themselves upon or before the day of election, at such place, or places, as the Governors may from time to time appoint; and shall be seen by the Governors, or by some person appointed by them for the purpose."

I take that to mean the Governors as defined by the interpretation clause, viz., the Governors of the Joint Board.

1397. As I understand it, you hold that Sections 14, 15, and 20 come under "save as herein otherwise provided." Section 17 is not "otherwise provided."

Sergeant *Dodd.*—My learned friend and the Young Governors are right in point of law in regard to Section 17; but wrong, according to the majority of the Boards, in point of expediency. The Board accordingly said it would not do the thing that was desired at present; and by a happy accident in your Scheme they had the power to prevent it being done, because the Young Governors have no power to establish an Institution on the Gwyn property without the assent of the Gwyn Governors. The Young Board tried to force the hands of my clients under Section 17, but we simply stayed matters for the present, saying "So far as our consent is necessary for the purpose it shall not be given for the present at least, but we look forward to the time when it may be carried out." The Joint Board adopted the boarding-out system which has been found to work so well by the Presbyterian and Episcopalian Orphan Societies in this country. The great majority of the Board think that under Section 20 they would be able most efficiently to discharge the duties of the trusts, and confer the widest benefits by the boarding-out system, and accordingly the Gwyn boys are all boarded out, and the Young Governors have also so far carried that out that thirty-three girls are boarded out at the present time under the Young Endowment.

1398. As a temporary arrangement?

Sergeant *Dodd.*—At present; the time may come in future when it may be desirable to have an institution, when these girls are more advanced and more capable of receiving domestic and other training; but, in the opinion of the Joint Board, more good can be done just now by the boarding-out system than can be done by establishing any institution with an expensive staff of officials. There are fifty-two boys boarded out in connection with the Gwyn Endowment, and thirty-two in connection with the Young Endowment. You will find that these eighty-four are maintained at much less than it would cost to keep them in institutions.

Jan. 5, 1893

1399. I want to ask you a question on Clause 17. How do you defend the action of the full Board, of which the Gwyn Governors past and present form the majority, in refusing the requisition of the Young Board to found an Institution? Clause 17 says—"Whenever, in the judgment of a majority of the Young Governors, the amount of the Endowments available for the charitable purposes of the will of Joseph Young shall be sufficient for the establishment, and for the permanent support, of an institution for the reception and maintenance of not less than thirty qualified boarding pupils, the Governors, upon the requisition of the Young Governors, shall purchase or take upon lease suitable premises." How do your clients reconcile their refusal to provide buildings with that clause?

Sergeant *Dodd.*—We do not refuse.

1400. It seems you have refused.

Sergeant *Dodd.*—That is entirely incorrect.

1401. There is no doubt the advisability of utilizing Gwyn's Buildings for the Young Institution was spoken of, but it requires a majority of the Gwyn Governors to assent.

Sergeant *Dodd.*—My clients have not refused.

1402. Well they have not assented.

Sergeant *Dodd.*—They have resolved to apply the available funds as provided for by Section 20. They were within their right in doing so. The other gentlemen were dissatisfied and took advantage of Section 17, for the purpose of forcing the hand of the Board to have this Institution. The Joint Board said they were not inclined to do it for the present; that they wanted to ascertain the results of the boarding-out system; that the establishment of a Young Institution in Gwyn's Buildings required the concurrence of Gwyn's Governors. But they did not prevent, and could not prevent, and did not seek to prevent the Young Governors accumulating a fund for the purpose of founding an Institution of their own; and if a requisition is presented to that effect they will at once comply with it. The Young Governors are within their rights under Section 13, in accumulating a fund for the express purpose.

1403. They can take Four Thousand Pounds out of the accumulated Young Capital for it. Under Clause 17, the Joint Board were bound, at the requisition of the Young Board, to purchase or take on lease suitable premises, and to apply £4,000 of the Young Capital for the purpose. Why didn't they do that? The Clause says "shall."

Sergeant *Dodd.*—They have not been asked to do that except on the Gwyn property.

1404. Do you admit that, Mr. Cooke?

Mr. *Cooke.*—I do nothing of the sort.

1405. Have the Young Governors applied to the full Board to find them an Institution anywhere else, or have they simply applied for the Gwyn Institution?

Mr. *Cooke.*—What we say is this, that the question was raised by this resolution which we sent in, and we were met by a definite refusal, and by the statement that it was the Joint Board that had to decide the question whether there should be an Institution at all. With regard to the Young Governors forcing the hand of the Gwyn Governors, we will put in a complete copy of the resolutions passed by both Boards, and the Commissioners will then see and be able to judge whether that is a fair statement to make.

1406. The minutes and resolutions should settle that point.

Mr. *Cooke.*—They do settle it.

1407. Can you refer me to the minute or resolution of the Young Governors in which they decided to apply to the full Board for a building of any sort?

Jan. 5, 1893.

Mr. *Cooke.*—Yes, the following—Proposed by Alexander Black, seconded by Aaron Baxter—

"That in accordance with Clause 17 the Young Governors report to the Governors that the amount of the Endowment available for the charitable purposes of the Will of the late Joseph Cooke is sufficient for the establishment and permanent support of an Institution for the reception and maintenance of not less than thirty qualified boarding pupils. That the Young Governors (in compliance with Clause 17) hereby request the Governors to establish the Institution to be called Joseph Young's Institution, in the existing buildings of Gwyn's Institution, on such terms as a majority of the Gwyn Governors and Young Governors should agree upon."

1408. They did not make an application generally. They passed a resolution saying that their funds were sufficient, and then they went on to make an application for Gwyn's buildings.

Mr. *Cooke.*—And they were met by the resolution saying that the Governors would take no steps at present to establish an Institution, and saying that the joint Board had the power to decide whether there was to be an Institution or not. At a meeting of the joint Board, held on February 4, 1892, at the Gwyn Institution, the Lord Bishop in the chair, it was resolved—

"That the Governors take no steps at present to establish an Institution as permitted by Clause 17 of the Scheme, but that the available income of the Young Endowment shall be applied for the benefit of qualified pupils in accordance with the other provisions of the Scheme as detailed in Clause 20."

1409. That is, though the Young Governors only applied for the Gwyn buildings for their Institution, the full Board, in refusing that, went further and refused to give them any Institution at all?

Mr. *Cooke.*—That was all along the position which the joint Board took. Their new attitude to-day has come upon me as a complete surprise. They said the Governors meant the united Governors and that they had absolute power to decide.

Sergeant *Dodd.*—If they did what is the use of arguing. Section 17 is strong and clear in point of law; but the Governors were justified in point of fact in carrying out their policy under section 20, and they still adhere to that policy.

1410. Dr. Traill.—Do you contend that the full Board after an application by the Young Governors are entitled to refuse them absolutely and say—"We decide that both Gwyn and Young pupils shall be boarded out"?

Sergeant *Dodd.*—They never said so and I have never said so.

Mr. *Cooke.*—They have always said so.

Sergeant *Dodd.*—What is the use of asking me and then saying "that is not so"? Whatever the Governors may have done they are bound by the statement of their counsel here to-day. The matter is beyond question. The word "shall" is mandatory upon the Gwyn Governors no matter what their objections might be.

Mr. *Cooke.*—Sergeant Dodd now says that he advises the Gwyn Governors that it is not optional with them to assent to or refuse the request of the Young Governors for the founding of an Institution. That advice has been given to them for the first time. Their contention all through, as will be seen from the memorandum, was that the joint Board alone had the right to determine whether or not an Institution should be established. The end of Clause 17 runs in this way:—

"And whenever the said Endowment shall suffice to provide the capital sum of Four Thousand Pounds, in addition to the income of One Thousand Pounds *per annum*, the Governors shall proceed to establish the said Institution, or shall spend the whole of the accruing income of the said Endowment upon the other charitable purposes of this Scheme."

1411. Dr. Traill.—Those are included under section 20?

Mr. *Cooke.*—Yes. They contended at their meetings that the "or" in that clause gave them the alternative to adopt either the boarding-out system or to found a Young Institution, that the "or" gave them power to decide the whole question.

1412. You would hold that the interpretation of that last clause means that they could only exercise their discretion between these two objects or alternatives, subject to the application of the Young Governors?

Mr. *Cooke.*—Certainly.

Sergeant *Dodd.*—Under section 20 the joint Board has power to adopt a distinct policy, a wise policy. Certainly sections 20 and 17 are to a certain extent in collision. Section 17 gives, in express terms, mandatory power to the Young Governors to requisition the Gwyn Governors, and the Gwyn Governors must comply. Then section 20 gives power to adopt the boarding-out policy as a general policy, and it has been adopted by the joint Board for both Endowments. They have not refused, and do not insist upon a refusal of the right given in section 17. They thought it was inexpedient to give effect to it at present, until the sounder policy, as they think it, of boarding-out be more fully tried. The Young Governors have not asked for the establishment of any Institution save that in Gwyn's Buildings.

1413. Dr. Traill.—We should like to have the views of the representatives of the Gwyn's Board as to the meaning of these words "at present," whether they meant to defeat the whole idea of a Young Institution, or merely to postpone it for a year or two.

Sergeant *Dodd.*—Take the rest of the Scheme. My construction of section 20 is in accordance with section 13.

1414. Are there any other sections besides 12, 14, and 20, that you say come under "save as herein otherwise provided"?

Sergeant *Dodd.*—20, 21, and 22, and other places where the word "Governors" occurs, unless limited by the special proviso of "respective Boards." The rest of the Scheme is common form. As I understand Mr. Cooke's contention, there is no joint Board at all, and, if that is so, everybody has been wrong up to the present. The joint Board has met, and drawn up by-laws, and made elections and appointments, and it is only on matters of finance that the two Boards have met separately, and carried out their minutes on this matter where a collision of interests has arisen.

Mr. *Cooke.*—It is not on matters of finance that the Young Board have met at all. They have met generally to discuss their own affairs.

Sergeant *Dodd.*—Here is the minute book of the joint Board, containing minutes of proceedings at various meetings, 20th April, 1891; 1st June, 1891, referring to the procuring of a Common Seal, the passing of accounts, the issuing of bonds, the opening of a bank account, and so on.

1415. Rev. Dr. Wilson.—Was a joint account opened for the joint Board?

Mr. *Cooke.*—Legally the funds are vested in the joint Board.

1416. Dr. Traill.—The Young Governors have still control of their own funds, under a special clause.

Sergeant *Dodd.*—The regulations for the management of the Endowments were made by the joint Board, as shown in these minutes. The election of the matron or superintendent over the Young girls was made by the joint Board.

Mr. *Cooke.*—In fact, if the joint Board were allowed, they would sweep the Young Board out of existence altogether.

Sergeant *Dodd.*—That is the most unfair thing that was ever said. It is the parting kick of a man who knows he is beaten. There was not a protest from one of the Young Governors when these various things were being done. They did not say they were

being wiped out. They proposed the resolutions, they seconded them, they voted for them, and all the time they were being wiped out! There is confirmation by the Governors themselves of their interpretation of the Scheme apart altogether from the statement they have put in their memorandum, and apart altogether from anything stated by their counsel. There is the actual existing fact of joint management by a Joint Board of all matters belonging to the Endowments. The construction put upon the Scheme by these gentlemen through their official acts is in accordance with the legal construction. *Jan. 5, 1893.*

Rev. *James Cargin*, B.A., Minister of First Presbyterian Church, Londonderry, sworn and examined. Rev. James Cargin B.A.

1417. Dr. TRAILL.—Mr. Cargin, I want to understand this action of the full Board, or of the Gwyn Governors, which is practically the full Board in this case, owing to the fact that the minority of the Young Board were taken from the Gwyn Board—what I want to know is this: when you passed a resolution to say that at present you did not consent to an Institution being founded, what is your interpretation or meaning of the words "at present"?

Witness.—Do you ask me the question, sir, in my official capacity or in my individual capacity?

1418. I ask you in your individual capacity, and I will ask the other members of the Joint Board also.

Witness.—My judgment cannot bind anybody but myself, and I do not wish it to bind anybody. I believe, however, I carry the consensus of opinion of the Gwyn Governors, rather of the Joint Governors, who did this act. What we meant by that was practically this—that from the evidence before us we believed the boarding-out system to be the best, but we consented to give the Gwyn Institution to the Young Governors on certain terms. If they had accepted those terms, the matter was squared at once.

1419. I never heard of any terms; they were not mentioned to us as yet?

Witness.—The Minute Book will bear out what I say, and here is a gentleman on my left (Mr. Black), who will give you the facts from memory. I would rather not trust my own memory with figures, because I remember I am on my oath. Here is the document, a copy of a minute of our meeting held on 5th November, 1891 (produced):—

"Moved by Mr. Black, and seconded by Mr. Irwin—That the terms for letting to the Young Governors portion of the premises for twenty-one years, at a rent of £100 a year, exclusive of taxes, be agreed to, same having been fully explained in detail by your solicitor, rent to commence first February, 1892."

That answers your question with reference to our action. You secondly ask me what the words "at present" indicated. I say in regard to that, as I have already stated, that in my judgment, and I think I speak for the rest, the boarding-out is much to be preferred.

1420. For girls as well as for boys?

Witness.—Up to a certain age. We think the girls are better boarded out in the first place; but when they come to the age of thirteen or fourteen, if it were found wise to establish a home for teaching them cooking and other household or industrial work, we think that might be done with advantage; and, therefore, what we meant by saying *at present* was simply this, that with the light we had at that time, we thought it was the preferable course.

1421. Under Clause 17 the question of deciding whether there shall or shall not be a Young Institution does not lie with you at all, but with the Young Governors.

Witness.—We did not wish in the least degree to interfere with their liberty.

1422. How do you propose to provide an Institution for them if you cannot agree about Gwyn's house and grounds?

Witness.—We raise no difficulties, because we have already offered them Gwyn's grounds and premises.

1423. What was their answer to that? You said they refused your offer?

Witness.—I said so from memory, and I still say so. Mr. Black will tell you they refused.

Mr. *Cooke.*—Many things happened between 5th November, 1891, and 4th February, 1892.

1424. Dr. TRAILL.—Was there a definite refusal by the Young Governors of that offer?

Witness.—Well, there is a dispute about that.

1425. How do you propose to dispose of your own buildings? What was the date at which you took the boys out of the building and boarded them out?

Witness.—I could not trust my memory; it is on the minutes.

1426. Did anything occur that decided you to adopt the boarding-out system?

Witness.—We came to no sudden decision on the matter. It had been looked at in all its bearings for years, and there grew in the minds of the Governors a conviction that the boarding-out system, as a system, was preferable to the system that had been in use so long. As an evidence that we are going in the right direction I may mention that there were about thirty boys in the Institution, and with difficulty could we get any boys at all for the vacancies; but, since we adopted the boarding-out system, our numbers have risen to over fifty, and we have applications largely in excess of our vacancies. I understand we have fifty-two boys on the roll at present.

1427. I find from the returns that twelve years ago the inmates numbered from fifty to sixty. How did they fall away so largely in recent years?

Witness.—One reason was that we could not get the boys, and there were others.

1428. What do you propose to do with the buildings? How long have they been empty—a year or more?—Between one and two years.

1429. What do you propose to do with them?—We have not finally decided. We are considering the question.

1430. You are bound under our Scheme if you cease to use the buildings and premises to sell, let, or otherwise dispose of them to the best advantage, with the sanction of the Commissioners of Charitable Donations and Bequests. You have not done anything in the way of disposing of these premises, and you are not using them for the purposes of Joseph Young's Institution?—We may yet use them; we may yet have a day school for our own boys. As a matter of fact we have had them surveyed with a view to utilizing them for the purposes of the Charity. But we have come to no positive decision as to what we shall do with them. It takes some time to deal with a question like this, and we are simply groping our way. From the legal arguments we have heard to-day it is a marvel to me that we, who are not lawyers, have succeeded so well.

1431. One of the things we will have to report is what is to be done with this Institution. If we are to draw up a Supplemental Scheme we will not leave it in ambiguity whether it is to be used or not. We will deal with it.

Witness.—There is no intention to leave it lying unused. The Governors are most anxious to utilize the property in the best way for the benefit of the Charity.

1432. Supposing the Young Governors really want this building, and decide that they prefer an Institution to the boarding-out system, would it not be an extraordinary thing that an Institution ready to their hands, like Gwyn's, should be withheld from them, and that they should have to go elsewhere and build?

Witness.—We are most anxious to give the build-

Jan. 5 1893.

Rev. James Cargin, B.A.

ings to Young's Governors, and if the Governors are so disposed no one shall be more rejoiced than I to see Young's Institution founded there.

1433. Would you expect them to give you such a rent as you could get suppose you were cutting the place up for building ground?

Witness.—We offered these buildings at a rental of £100 a year, which we thought not an unfair sum for such magnificent accommodation.

1434. I want to find out why the Young Governors refused that, or whether they refused it at all?

Witness.—We are most anxious to meet the Young Governors in every way in our power.

1435. Mr. *Cooke.*—Was not the contention at the meetings of the Joint Board this—that, in regard to Clause 17, the discretion rested with them of deciding whether a Joseph Young Institution should be established or not, or whether the boarding-out system should be adopted?—Individual members may have given that as their interpretation, but I have no recollection that that was so, or that it was before us in any deliberate form.

1436. Mr. *Cooke.*—Was it not put forward by the Chairman of the meeting?

Witness.—I was Chairman of the meeting, and I distinctly deny that I put it forward.

1437. Dr. TRAILL.—Both parties appear to have made mistakes—the Young Governors by limiting their demand to Gwyn's Institution, and the Gwyn Governors by refusing any institution at all.

Mr. *Cooke.*—The Gwyn Governors apparently held out that they would give the buildings, and then they decided to hang the thing up indefinitely.

1438. Dr. TRAILL.—They not only refused their Institution but any institution at all.

Sergeant *Dodd.*—At the meeting of the Joint Board, following that at which the resolution was passed postponing for the present the establishment of a Young Institution, the following was passed on the motion of Mr. Tillie, seconded by Mr. Bigger :—

"That there being some doubt as to the special resolution moved at last meeting by Mr. Tillie, with reference to the proposal of the Young Governors to take from the Gwyn Governors a certain portion of the Gwyn buildings, we hereby rescind such resolution, it being understood that the United Board has power to found Young's Institution."

The question was postponed for the present until matters had been cleared up.

1439. Dr. TRAILL.—The full Board now claim the power to decide whether there shall be a Young Institution or not?

Sergeant *Dodd.*—It is the full Board that must pass the resolution to found a Young Institution.

1440. They must do it if requisitioned by the Young Board. They have no discretion.

Sergeant *Dodd.*—They made the mistake of thinking it was the Gwyn Governors that had to do it, instead of the United Board.

1441. They rectified that in the second resolution so far as the technicality went.

Mr. *Cooke.*—Mr. Cargin said we refused to take the buildings. There is no foundation for that. The Young Governors have never refused to take the buildings.

1442. Rev. Dr. WILSON.—You never have replied to them. You never have consented to the £100 a year of rent.

Alexander Black, J.P., sworn and examined.

Alexander Black, J.P.

1443 Sergeant *Dodd.*—You are a member of the Gwyn Board?—Unfortunately for myself, of both Boards.

1444. What was the difficulty in the negotiations about this matter of the buildings?—The difficulty was about the lease. They got an architect to examine the buildings, and further than that they took the architect to Belfast to see some similar place, and they found the alterations they wanted would cost over £1,000. They had then a great objection to taking the place without a lease.

1445. Dr. TRAILL.—Why did they want a lease?—They thought we could remove them at any time unless they had a lease.

1446. Then the negotiations fell through. How could the Joint Board give a lease to themselves of their own premises?

Witness.—The absence of a lease seemed to be the principal objection. We could not see how a lease could be made out. It would be a lease of Governors to Governors.

1447. Was your offer answered at all?—It was not answered.

1448. Sergeant *Dodd.*—The Young Governors, because they could not get a lease for twenty-one years in security for their £1,000, declined to take the premises?—Yes.

1449. Were you perfectly willing as an individual Governor to give this?—I moved that it be given.

1450. Mr. *Cooke.*—Did you think it wise to spend £1,000 on the buildings with the chance that the Gwyn Governors might take them from you next year?—There was no risk whatever.

1451. Dr. TRAILL.—Would you be in favour of a provision being inserted that, in the event of the buildings being handed over to Young's Governors, they would not be taken from them?—It would do no harm. They will never get buildings like Gwyn's for £4,000.

1452. Would you be satisfied with a Clause that any agreement made by the full Board for the letting of Gwyn's premises to the Young Governors would not be set aside without the consent of the Young Governors?—I see no objection. I was not present at the time the boarding-out system was adopted. I would have voted in favour of having the girls in the house.

1453. Mr. *Cooke.*—You would have voted for a separate Institution for the girls?—Yes.

John Cooke, J.P., sworn and examined.

John Cooke, J.P.

1454. Sergeant *Dodd.*—You are a member of Gwyn's Board?—Yes.

1455. You are a different sort of Cooke from the Young Cookes?—Quite different.

1456. You are in favour of the boarding-out system?—I am.

1457. That is from the analogy of the two Orphan Societies?—Yes, and for other reasons as well.

1458. Dr. TRAILL.—What other reasons?—I had the experience, during the last year or two, of the boarding-in system at the Institution. We had great difficulty in getting pupils to come forward to apply for vacancies. We had got down to thirty boys receiving the benefits of the Endowment, and we had difficulty in keeping them at thirty. I thought we could do a great deal more good with the money by boarding out. Another thing contained in the Scheme is still before us. Personally, I am exceedingly anxious that the benefits of the Scheme should be taken advantage of to the fullest extent. Of course the boys elected under the Scheme are generally from eight to nine years of age, very few of them exceed ten or

eleven, but when they get a little older it is in our power to give them technical and industrial education. Our idea was, that it was quite possible we might use part of the Institution buildings for the purpose of Technical Schools. We have more buildings than we require for that purpose, and we were prepared to give the excess over to the Young Governors for the purposes of their Institution.

1459. What was the highest number maintained in the Institution?—Over sixty. But our funds gradually decreased. I would suppose the building might hold one hundred.

1460. Would it hold thirty girls and also accommodate a Technical School for boys?

Mr. *Cooke*, B.L.—You could never put the girls and the boys in the same place.

Witness.—Under proper arrangements there would be no difficulty at all. We have thought it right to take every advantage of the provision made by the State for Primary Education. Therefore we have sent the boys to the National Schools, which relieves the Endowment of the cost of their education. Then when the boys come to a certain age, if they are promising and likely to benefit by further instruction, we hope, and I believe it is the intention of the majority of the Governors, to establish Technical Schools at Gwyn's, where the elder boys might receive useful practical instruction up to sixteen years of age, and thereby be able to make a good start in life. There is ample room in these buildings both for a Technical School and for a Girls' Boarding Institution.

1461. Are the premises of such a nature that they could be easily divided, so as to completely isolate the girls from the boys?—Completely, without any difficulty.

1462. Are not the girls of a rather better class than the boys?—Up to the present I do not see any difference between them. But there are ample facilities for so separating them that they need never see one another.

1463. I suppose the people objected to send children into the Institution as it would make them "charity boys" or something of that kind?—That was one reason; there were a great many others. The most important, perhaps, was this, that we had not funds to keep them. Our annual income has been greatly reduced, and our expenses were increased. We had not funds to keep sixty inmates even if there had been sixty applicants.

1464. Where were your funds invested?—In mortgages on land, &c. I should also mention that another reason for the boarding-out was our experience of the general conduct of the boys. They did not turn out a success after being in the house.

1465. They all became printers, I think?—I can give you the reason for that.

1466. Then you say the boarding-out system has improved their morals and general character, and everything else?—I believe so. The children that have applied are of a much better type.

1467. Sergeant *Dodd.*—As I gather, the Joint Board of Governors would not like anything to be put into the Scheme that would prevent them from using the Institution hereafter for the purpose of Technical Education?—Certainly not.

1468. Dr. TRAILL.—Would your Joint Board anticipate any difficulty, such as has been suggested, that, after spending £1,000 on the buildings to make them suitable for the accommodation of girls, the full Board would turn round and deprive the Young Governors of the premises without compensation?—I think the Young Governors created a bogey to frighten themselves with.

1469. You see no reason why a clause should not be put in protecting the Young Governors if they got over portion of the Institution and spent money on it?—I do not believe the full Board would have gone back on their word.

Mr. *Cooke*, B.L.—The merits of the boarding-out or boarding-in system are not before us. We have the right to demand a boarding-in Institution, and we do not propose to go into the general question here.

1470. Dr. TRAILL.—It is better to have the information available on the subject. It is perfectly relevant to our inquiry, because we may have to provide, in a Supplemental Scheme, for the separate Institution for girls in Gwyn's Buildings.

Mr. *Cooke*, B.L.—The Young Governors have investigated the matter carefully. They sent a deputation to Scotland and England to find out the best system in operation. We will hand in a copy of that report.

Rev. *Robert Ross*, D.D., Chairman of the Young Board, sworn and examined.

1471. Mr. *Cooke.*—What was the result of your investigations of this matter of the boarding-out system?—With regard to the boarding-in Institution, as against the boarding-out, we visited the Home connected with the Presbyterian Orphan Society in Belfast, and were shown over it in the kindest way by Mrs. Johnston. They keep about 30 or 40 girls on their books. These girls are drawn in from the ranks of the boarded-out orphans, and are taught technical and industrial work—cooking, laundry, plain sewing, and general household work. We thought the Institution admirably conducted, and capable of conferring great benefit upon the pupils. We considered that it compared most favourably with the boarding-out system. In fact, there is no comparison in the advantages derived from an Institution of the sort, and those derived from attending a National School and remaining in the environment of their own homes. We visited similar Institutions conducted by Mr. Quarrier between Greenock and Glasgow. These are for boys and girls, and are splendidly managed. The funds are provided by philanthropic people. The children are taken in from a week old, and receive an Elementary Education and a Technical training, some to be sailors, bakers, blacksmiths, and so on. Every kind of industry is taught in these Homes. The boys and the girls are kept separate.

1472. Mr. *Cooke.*—From your inquiries, Dr. Ross, and the inquiries of Mr. Cooke and the other members that went over with you, did you come to the conclusion that the Institution was the best system to be adopted for girls?—My own opinion is that an Institution is the best, combined with the boarding-out system carried out to a certain extent. I go in for the dual method. We could benefit a number of young girls by boarding them out in proper homes, as we could not take them too young into an Institution.

Sergeant *Dodd.*—That is exactly the view of the Joint Board.

Witness.—I am in favour of a dual scheme combining the two—education in the National Schools up to a certain age, and their training in an Institution after that.

Sergeant *Dodd.*—That is the very meaning of "at present" in our resolution.

Mr. *Cooke*, B.L.—The Young Governors claim the right to found an Institution under Clause 17, and they think now is the proper time.

Witness.—A number of us thought the Board had really no option, after an application in due form had been made, but to carry out the Scheme for a Joseph Young Institution.

1473. You claim that your Board has the right to determine whether the time had arrived or not?—Yes, decidedly.

Jan. 5, 1893.

Rev. Robert Ross, D.D.

1474. You are one of the original Trustees under the Will of the late Mr. James Young?—I am.

1475. You were present when the Commissioners were sitting here settling the Scheme?—I am not sure that I was present.

1476. I believe you wrote a letter to the Commissioners on that occasion setting forth that it was on the condition of the insertion of Clause 17 that your Governors consented to the Scheme passing in its present form?—We hoped that provision would be made for our separate control. It was not, we thought, adequately provided for in the Draft Scheme heretofore, and we requested that adequate provision be made in the new Scheme.

1477. Did you communicate with the Secretary of the Masonic Female Schools in Dublin?—I believe a letter was received from that gentleman.

Mr. *Cooke*.—The following is the letter :—

"18 Burlington Road,
Masonic Orphan Schools,
Office: 16 Molesworth Street,
Dublin, 10th December, 1892.

"H. J. Cooke, Esq., Londonderry.

"Dear Sir,

"I am in receipt of yours of 9th inst., and in reply to your inquiries I should say that girls can be much better trained and educated in a Boarding School than by farming them out to friends, and having them attend the District National Schools. To my mind there is no comparison of the advantages of the one system over the other. Our Masonic Boys and Girls Schools are perfectly distinct, though worked on much the same lines. Most Governors are connected with each School, though not necessarily, the qualification being a payment of £10 for a Life Governorship or £1 per annum Annual Governorship. The Schools are worked by Committees, House, Finance, and Education, whose recommendations are ratified by the meetings of the Governors once a month on Board day. The members of these Committees are distinct for each School and each has an honorary secretary of its own, all those having offices being elected annually. Our Schools are not worked under the Educational Endowment Commissioners.

"Yours faithfully,
Graves S. Eves,
Hon. Secretary, M.F.O.S."

Witness.—I would like to add that if we had an Institution opened in Gwyn's premises, and I see no difficulty in the way, I would not make any objection on the ground of a lease. I think with your recommendation I would be disposed to take the honourable obligation of the Governors as our security, and that we might have expended £1,000 or £1,200 in adapting it for our purposes. That was my own conviction all along.

1478. Dr. Traill.—Why did it fall through?

Witness.—Just in consequence of the difficulty about the lease, the uncertainty of the tenure. I wish to add that I think the boarding institution would be in harmony with the intentions of the testator, and with the provisions of the Scheme, and that it will enable us to benefit the senior girls to a much greater extent than is possible at present. If we perpetuate the present system of boarding out, the Charity will fail to accomplish the ends which the Commission intended it to accomplish. If we had an institution we could give them there a Technical Education in laundry work, in household work, in knitting, and in sewing, which would be a very great service to the community. There is a great need for that class of girls, and if you could turn out ten or fifteen or twenty of them trained to domestic service every year, it would be a great boon to the city and a benefit to themselves. It would be possible to bring moral influences to bear upon them in an institution under the care of a suitable Lady Superintendent; which it would not be easy to do if they were scattered from house to house.

1479. Sergeant *Dodd*.—As I understand it, this home in Belfast is supplemental to the boarding-out system as carried on by the Presbyterian Orphan Society?—Precisely, the children are boarded out with friends and relatives and others, and when they attain a certain age they are taken into Mrs. Johnston's Home by selection.

1480. Dr. Traill.—We visited that Institution on one occasion and were very much pleased with it.

1481. Sergeant *Dodd*.—Would the institution you propose to establish be analagous to Mrs. Johnston's Home: for taking up the senior girls and training them for work?—Yes, but in Mrs. Johnston's Home they also give them a good education.

1482. Dr. Traill.—Did you contemplate limiting your institution at Gwyn's to girls of a certain age, boarding the younger ones out, or would you take some of the young ones into the Institution in addition to the older ones?

Witness.—There should be a day school in the Institution for a certain number of hours a day, and the young ones might come there and be educated.

1483. Are not a great many of these children orphans?—A great many.

1484. Would you be ready to take into this Institution the younger as well as the older girls?—For education, but not for boarding.

1485. Where would you board them?—I would board them out. The boarding-out system is a town business, and not a country business.

Sergeant *Dodd*.—They are boarded out in the city and sent to a day school.

1486. Dr. Traill.—And these thirty girls boarded out attend the National Schools?

Sergeant *Dodd*.—Yes, they take advantage of free National Education, and then they will come in later for Technical training and their education will still be carried on.

1487. Of course you are aware that poverty is not the test of qualification in connection with the Young Endowment?—I really was under the impression that it was intended for the poorer population.

1488. Lord Justice FitzGibbon pointed out that it was intended for girls generally, not necessarily of the poorer class at all.

Witness.—As a matter of fact the applicants for the charity belong to the poorer classes.

1489. Have you had applications from other classes, from the children of persons reduced in circumstances or anything of that kind?—I am not aware.

1490. Do you apprehend any difficulty in the working of this institution for girls if the boys were brought into the premises for Technical Education?—I think there can be an effective separation made between the boys and girls. The place can be made to accommodate us, and to serve the purpose we intend, and yet leave room enough to give Technical Education to the boys.

1491. You are satisfied the building can be made adequate for both purposes?—Yes.

Mr. *Cooke*, B.L.—We hold it is in the discretion of the Young Governors to use their own judgment in regard to the desirability of founding an institution. It is a matter for their determination. We have merely given this evidence to show how the matter is working, and not with the view of justifying our position which is legally unassailable and cannot now be interfered with by the Commissioners.

Mr. *Gilliland*, solicitor, said the Young Governors did not admit the propriety of going into evidence as to the merits or demerits of boarding out or boarding in. They had prepared no elaborate evidence, but if the Commissioners wished information and decided to hear more of the boarding question they would be happy to comply.

1492. Dr. Traill.—It would be interesting to us to know what their views are.

Mr. *Gilliland*.—We will give any evidence we can, including the report of the deputation appointed by our Board to visit Belfast and other places.

Sergeant *Dodd*.—I am personally aware that that

report regarding Mrs. Johnston's home is not either full or accurate in some respects. The object of the home is not to do away with the boarding-out system, but to take the girls up at a certain stage and complete their training. Gwyn's Governors propose to do the same thing for both boys and girls. They considered that the proper system is to avail themselves of the free National Education, and to save their funds for the purpose of helping the children at the time when they most need helping. They hold that it is inexpedient to start a school in opposition to the National Schools of the country. They can avail themselves of the National Schools in the City of Derry. They can put the children along with the rest of the family in the home, and maintain them there. Then, when they come to thirteen or fourteen years of age, provision can be made for their practical training for the future positions they are to fill in life. The boys will be taught trades and industries; the girls will be taught to cook and sew, and sent out to domestic service. The object of the Gwyn Governors is to conduct their trust pretty much on the lines of the Presbyterian Orphan Society with a home or school for the elder pupils. As all the existing pupils, boys and girls, are very young, there is no material at present for the supply of boys and girls for a Home or Homes; but, when they get a little older, it is contemplated to use part of the building for the boys and part for the girls, and that, I am instructed, is the meaning of the words "at present" in the resolution. That is the object, and I think it is an object that would be best conserved by having the Boards amalgamated. An attempt was made to secure amalgamation, but the Young Governors would not consent, and then negotiations were opened for having this provision in Clause 17 enforced. This fell through because of a mistake as to procedure in the first place, and because of the Young Governors, or a section of them, insisting upon a lease in the second place. When they found that they could not get what they thought reasonable security for their expenditure they let the matter drop. I can hardly say that either party is to blame for the present position of affairs. The Young Governors are to blame, if blame could attach to them for that reason—for not having completely amalgamated; for if they had been completely amalgamated no such difficulty or deadlock could have arisen.

Jan. 5, 1893.

Rev. Robert Ross, D.D.

Both sides having handed in copies of minutes and resolutions bearing upon the question at issue,

Sergeant *Dodd* said he desired the Commissioners to hear a statement by Mr. Tillie with regard to the working of the Presbyterian Orphan Home; and also evidence by Mr. Lowe, of Edinburgh, who had great experience both of the boarding-in and the boarding-out system. There was a very trifling point of difference between these Derry gentlemen, and he thought the powers the Commissioners possessed, both of compulsion and persuasion, would practically bring them together on that occasion, and avoid further contention or litigation or difficulty.

Mr. *Gilliland*.—The Messrs. Cooke are not at all of the opinion that it would be better to have the Boards amalgamated. They desire the Boards to be kept separate as they consider that they can thus better carry out the objects of each charity. That was their impression at the outset, and everything that has occurred since has deepened the impression. Probably you will have seen the reason why during the course of these proceedings.

Walter Bernard, M.D., sworn and examined.

1493. Mr. *Gilliland*.—You are a doctor of considerable practice and experience in Derry?—Yes.

1494. Are you doctor for the Gwyn Trust?—Yes.

1495. You attend the boys of that institution if they are ill?—Yes.

1496. Have you also lately been appointed doctor for the Young Trust?—Yes.

1497. Now have you, from your observation of the working of the Young Charity, formed any opinion about whether the institution or the boarding-in system is the better?—Girls have not the same power of resistance to withstand the unsanitary conditions of their homes as the boys have, in consequence of being more delicately organized and more highly strung. They are huddled together in their homes; the majority of them are unkempt—a few of them are kept clean—and they mix with people of the opposite sex at night. They sleep in small rooms, huddled together.

1498. Dr. TRAILL.—Are you speaking of the girls boarded out under the Young system?—Yes.

1499. Mr. *Gilliland*.—Are all these girls boarded out in the city of Derry?—Yes.

1500. Dr. TRAILL.—This is startling. Am I to understand that they are boarded out at present with a number of people in the same rooms?—I have seen them with other people. I have been obliged to have a girl moved from the kitchen to the outer room in order to have her isolated and properly treated with any degree of care or intelligence.

1501. Mr. *Gilliland*.—All the mothers, as a rule, as far as you know, are in poor circumstances?—Yes, they are.

1502. Dr. TRAILL.—Do you mean the mothers of the children that are boarded out?—As a rule they are boarded with their mothers, in the majority of cases.

1503. Mr. *Gilliland*.—You have already stated that girls are not so well fitted for boarding out as boys are?—Certainly not.

1504. Then in regard to the habits of the boys and girls do you find that the boys play more—take more exercise?—The girls ought to have some supervision over them when they go out to play. There is no supervision over them in the streets. They play with the boys.

Walter Bernard, M.D.

1505. Whatever may be the reason of it, do you find that there is much more mortality amongst the girls boarded out under the Young Charity than amongst the boys under the Gwyn Charity?—Yes, there is less sickness amongst the boys than amongst the girls.

1506. Are you of opinion that the girls would be better in an Institution?—Yes, where they would be kept thoroughly clean and have regular meals and nourishing food.

1507. Dr. TRAILL.—Am I to understand that the Governors have made no stipulations with those to whom they gave the girls in charge?—I have reported cases of the unsanitary condition of houses.

1508. I could not conceive such a system of boarding out by any set of Governors. They should positively refuse to pay any money to any parent who did not keep the child clean and under proper sanitary conditions, and surroundings.

Mr. *Gilliland*.—We find it extremely difficult to deal with the mothers and relatives. Nothing short of taking them off the Charity altogether will have any effect.

1509. Dr. TRAILL.—You could simply say "I won't pay the money."

Mr. *Gilliland*.—That is the only thing we can do. With regard to food; do they get proper food?

Witness.—They do not. The money goes into the general fund of the houses, and is not applied for the benefit of the pupil.

1510. Dr. TRAILL.—Is there a system of inspection?

Mr. *Gilliland*.—Yes, we have a matron.

1511. I suppose Dr. Bernard is the Inspector?

Jan. 5, 1893.

Walter Bernard, M.D.

Mr *Gilliland.*—Not unless there is sickness.

Sergeant *Dodd.*—That shows you how admirably fitted the Young Governors are for the discharge of their duties.

Dr. TRAILL.—You need not assume that yet.

1512. Mr. *Gilliland.*—So far the system has not worked well here at all events?—Uncommonly badly.

1513. Sergeant *Dodd.*—Am I right in understanding that the boarding-out system has worked well with the Gwyn's boys?—Better than with the girls, but I am not satisfied with it.

1514. Aren't you aware that when anything goes wrong the person in charge of the child is fined, and the regulations of the Governors are strictly enforced by their Inspector?—Yes, I have reported cases myself.

1515. And they have been immediately acted upon and remedied?—Not always, but for the time being.

1516. Your experience is that the children that are taken care of by the Young Governors are unkempt, huddled together, untidy, unclean, not fed, ill-taken-care-of?—Yes.

Mr. *Gilliland.*—We think the boarding out is a complete failure.

Sergeant *Dodd.*—You can make it work badly if you like.

1517. Dr. TRAILL.—The fault lies with Mr. Gilliland's clients.

Mr. *Gilliland.*—No, it lies with the Joint Board They selected the pupils and the people with whom they are to stay, and they are responsible for the adoption of the system, and for its consequences.

Annie Galbraith sworn and examined.

Annie Galbraith.

1518. Mr. *Gilliland.*—Are you superintendent of the girls who are boarded out under the Young Charity?—Yes.

1519. How long have you been so?—About eight months.

1520. How many children are boarded out?—Thirty-two.

1521. How many children are with their mothers?—Twenty-eight.

1522. Of the remainder, the other four, how many are with strangers?—One.

1523. And the other three are with relatives?—Yes.

1524. Now, from your observation during these months, do you consider whether the children would be better or worse in an Institution?—Some of them would be much better in an Institution, but some of them, I do not think, could be better. Some are very well.

1525. With regard to the money that is paid under the Charity to their mothers and other relatives, do you consider that the children, as a rule, get the benefit of that money?—Some of them do.

1526. Do the majority of them?—Well, some of them are very poor.

1527. Dr. TRAILL.—How much is paid for each?—£1 a month.

1528. Is that expended over the whole of the family?—It passes into the funds of the household, and is then used in common.

1529. Is there more than one child selected in one family?—In three cases we have two girls in the one house.

1530. Are there other children in the same house not selected?—In some cases.

1531. Mr. *Gilliland.*—Are there some cases in which there is very little to support the whole family?—Yes.

1532. In the majority of cases that have been taken up the children are of very poor parents?—In the majority of cases they are very poor.

1533. Do you find in some of those cases the mothers require to go out all day long?—Yes.

1534. Do you find that in consequence of that the children are not so well taken care of?—Yes, where the mother has no one to leave behind in the house, I consider the child neglected through the day in the mother's absence.

1535. You have found that in several cases?—In some, we have not in many.

1536. From the fact of many or most of the parents being very poor I would suppose they live in poor localities of the city?—Most of them in a very poor locality.

1537. And in consequence of that do you consider that the surroundings of the children are not what they ought to be?—In some cases.

1538. Do you find the children when they come from the school out upon the streets?—Of course; some of them.

Sergeant *Dodd.*—Like the children of the artizans of the town.

1539. Dr. TRAILL.—How much would these children cost if they were in an Institution—have you had any experience?—I have no experience.

1540. What experience have you had of children?—I have never had any experience of an Institution.

1541. You have had nothing to do with an indoor Institution?—No.

1542. Do you find difficulty in many cases in getting the mothers to keep the children clean?—They do not pay very much attention to it.

1543. How often do you see each child?—I should see it every week, but in some cases the child is out. I am supposed to see them once a week in school or home.

1544. In regard to the schools that the children are going to, they go in each case to the nearest National School I suppose?—Yes, the nearest school of their own denomination.

1545. Is that always the best school they could go to?—Not always, I think.

1546. Do you consider the children could, with more advantage, go to other schools?—Except there was a resolution passed that could not be done.

1547. Even if there was a resolution could it be carried out?—Yes, if there was a resolution of the Governors.

1548. You could carry it out?—Of course.

1549. Sergeant *Dodd.*—The schools must be approved of by the Governors to which the children are sent?—Yes.

1550. Now aren't the children as well taken care of as the children in the same rank of life, as regards matters of food and looking after?—Some of them are and some are not.

1551. Anything that happens amiss you report to the Governors, and if they find the Charity is being abused they have the power to withdraw it?—Yes.

1552. The amount you spend is £1 per month for each child, £12 per year for the entire maintenance?—Yes.

1553. The mother gets that, and of course that helps to keep the family going as well as the child. Do you object to that system? Don't you think it is the kindest and best way of administering a fund like this, rather than taking the child away from its home?—The children in some of the houses are comfortably clothed and fed and well taken care of. They could not be better in an Institution, but in some of the houses I have said all along the children are very much neglected.

1554. How many instances of neglect have occurred out of the twenty-two or thirty-two?—We have had some very extreme cases, some painfully poor distressing cases.

Sergeant *Dodd.*—Because you had some very poor people upon your Charity.

Dr. TRAILL.—This charity is not intended for very poor people.

1555. Sergeant *Dodd.*—You have selected some very poor people and then you complain that they have not the same care and comfort as rich people?

Witness.—I have no power in the matter. There is no reason why they should not be kept in good condition.

1556. How many cases have you, as a matter of fact, reported during the eight months to the Governors?—There have been two cases of great distress, and a great many cases of sickness—at least a good many cases of sickness.

1557. How many cases have you reported to the Governors of mismanagement by parents, of the funds given to them?—I cannot say.

1558. Have you sent in a single report complaining of mismanagement of the funds given to the Guardian of the child?—I must have, I think.

1559. Was any action taken by the Young Governors?—In one case, I do not know if anything has been done as there is a law suit pending. I have reported a case of mismanagement which has been set right by the Governors. I reported a case where the mother was insane and the child was dreadfully neglected. *Jan. 5, 1893.* Annie Galbraith.

1560. What did the Governors do?—They put her with strangers.

1561. Have the strangers taken care of her?—Yes.

1562. The Governors put her in the care of a sane person, and in the other case there is a law suit pending about something or other: is that your evidence?—Yes.

1563. There has been no report sent to the United Board by anybody at all events?—It is not my duty.

George Knox Gilliland, J.P., sworn and examined.

1564. Mr. *W. L. Gilliland.*—You were one of the original Gwyn Governors?—I was. George Knox Gilliland, J.P.

1565. Have you been a Young Governor since the Scheme was established?—I have been.

1566. Have you been regular in your attendance at the meetings?—Fairly regular.

1567. Can you tell the Commissioners how the Scheme has worked generally as between the Governors?—Well, as you have heard, there has always been a difference of opinion with regard to the reading of the different Clauses, and we have spent a good deal of time trying to find out what the Clauses really mean. A good deal of the time of the meetings has been taken up discussing certain points. Some people thought we had not power to do this or that, and others thought we had.

1568. Has the greater part of the discussion arisen upon Clauses 13 and 17?—Yes.

1569. Well, now, in consequence of these disputes, has the Scheme been workable at all lately?—Well, there has been considerable difficulty.

1570. Now, can you tell us anything about the boarding-out system. You have not investigated it at all yourself?—I have my views and opinions about it.

1571. What are your views?—My ideas about the boarding out of girls are that I employ a good many men in the county and also in the town, and I know something of their houses. A great many live in cottages of my own, and I know how these cottages are conducted. The girls are not taught cooking and other household duties in the way that they might be, and, in my opinion, a child put into one of these houses to board would not learn very much that would fit it for after life. As far as I can see a Home where the girls would be trained would be highly beneficial.

1572. Dr. Traill.—If you wanted to train them for domestic service you would not train them at their own houses?

Witness.—Not exactly. In few of the farm labourers and artizans houses in the country are the children taught cooking or other domestic duties.

1573. You mean that the wife of the future artizan would be better trained in a home?—My idea is very much that of Dr. Ross. I do not think the buildings at Gwyn's would be suitable for the sort of house that the Young Governors require. I think the money that would be required to improve Gwyn's Institution, which consists of large rooms, would be better laid out on a single house with a number of small rooms. My idea all along has been that ten or fifteen girls should be selected, from the girls that are boarded out, and taken into the Home for say two months at a time and trained to work, and then be sent out again to come back in rotation.

1574. That is a very good idea. That is something like the way the girls are sent to the Model Farm at Glasnevin.

Witness.—There would also be this advantage of the system I propose, that you could have a batch of fifteen, all of one religious denomination, at one time, whereas, if you had a large Institution they would be mixed and there might be difficulties. I would not propose to have anything but a Home. I would not have a school connected with it. I would allow the girls to go out daily to the public schools, and then to come back to the Training Home instead of going to their own homes. They could be trained for three months in the year, say twenty Church of Ireland children at one time, twenty Roman Catholics at another, and twenty Presbyterians at another.

1575. Rev. Dr. Wilson.—You might have two or three houses of that kind?—I would propose one house as a trial, then two, three, or four houses might be taken. So many might be employed in the kitchen, so many at sewing, and so many at other avocations. I have been thinking over this matter for a few days, but have not consulted any of my colleagues.

Dr. Traill.—It is very important evidence, and we are very much obliged for it.

1576. Mr. *W. L. Gilliland.*—Do you see any advantage in having an amalgamated Board?—I do not see any. The expense would be about the same.

1577. You have two Secretaries and two Superintendents?—Yes.

1578. You have one Doctor, but he is paid two salaries?—Yes.

1579. Have you any opinion with regard to the size of the present Board?—I think twenty-four members are too many.

1580. How many meet on an average?—When there is any burning question on, there is always a full attendance. We have tried to read the Scheme as well as we could.

1581. Dr. Traill.—Are you in favour of separating the Scheme for the Young Endowments?—On the whole I think it would be better carried out.

1582. Mr. *W. L. Gilliland.*—With regard to the training of the children, you would not press to restrict the Charity to training domestic servants solely?—No.

1583. Is there, as a matter of fact, a demand for domestic servants?—Yes, but I would not train them entirely for that purpose. It would be an advantage to train them for different occupations.

1584. I believe one of the girls now boarded out is likely to make a schoolmistress?—I believe so.

1584a. Sergeant *Dodd.*—Suppose you had this home started, and these pupils coming and undergoing training for three months each year, what reason is there why the management should be exclusively committed to the Young Governors rather than to the general body?—My only reason is the overbearing way in which the Gwyn Governors used to carry everything their own way.

1585. Dr. Traill.—The result of twelve months' experience?—I do not wish the Gwyn Governors to come down and sweep the smaller body out of existence altogether. I am a Gwyn Governor still.

Jan. 5, 1893.

George Knox Gilliland.

1586. Sergeant *Dodd.*—The Gwyn Endowment is an entirely open Endowment—it includes Episcopalians and Presbyterians?—I believe so.

1587. Are you aware that the Trustees mentioned in Mr. Young's Will are entirely of one denomination?—Yes, exclusively Presbyterians.

1588. If the Young Endowment is carried out, it must be carried out by an exclusively Presbyterian Board?—I cannot say.

1589. According to the late Mr. Young's ideas, when he selected his Trustees, would not the Scheme, if framed for the express purpose of carrying out the Young Endowment, be a purely Presbyterian Board?—That is a question I cannot answer.

1590. Dr. TRAILL.—If the Young Governors are to be separated would they object to have the Board made more representative of the Protestant denominations?—I am not prepared to say.

Mr. *W. L. Gilliland.*—I am prepared to examine Mr. Joseph Cooke as to what he understood was meant when the Scheme was being framed.

Dr. TRAILL.—We cannot take the evidence of what people understood. We have got the evidence before us. We cannot go beyond the plain language of the Scheme.

Mr. *Gilliland.*—The Young Governors passed a resolution on 30th December last instructing me to take all needful steps to appear on their behalf to-day, either to obtain a new Scheme or such amendments of the existing Scheme as would allow of the application of the Funds for the purpose of the Charity.

1591. Dr. TRAILL.—I take it that it is under that resolution you appear. If a new Scheme should be given to the Young Governors would they be prepared to accept a Scheme on a broader basis than a merely Presbyterian Governing body?

Rev. *James Cargin.*—There are people outside Young's Board who would resist that. Young's Endowment was a Presbyterian Endowment, is a Presbyterian Endowment, and must be kept a Presbyterian Endowment.

1592. The Governing body is exclusively Presbyterian, but the children need not be so.

Rev. *James Cargin.*—I speak as a Gwyn Governor, and as a humble resident in this city, in opposition to any change in the Presbyterian basis of this Presbyterian foundation.

1593. Are you one of the Young Governors?—No.

1594. Supposing the Young Governors find themselves overwhelmed, as they say they have been, by the members of another Board, and they ask us to constitute them separately, might they not prefer to act a little more liberally and admit the members of other Protestant denominations?

Rev. *James Cargin.*—The Scheme was accepted as a compromise as a whole, and was so prepared that an appropriate balance was given to each denomination under this joint Scheme. But I speak for myself, and for a number of gentlemen around me, when I say that if a separate Scheme be given to Young's Endowment it shall be managed by Presbyterians exclusively, inasmuch as Mr. Joseph Young contemplated that, and that alone.

1595. Supposing, on the other hand, that Joseph Young's representatives ask us to give them a Scheme, still containing a large Presbyterian majority, but also including a certain number of representatives of other denominations, would that be opposed by you?—

Rev. *James Cargin.*—Most certainly.

Mr *W. L. Gilliland.*—I am instructed by the Young Governors to say that they would be quite satisfied if they get a separate Scheme, to have the Board chosen on the same principle as at present, and they would not ask to be restricted solely to one denomination.

1596. Sergeant *Dodd.*—Has the Board given a declaration on the subject?

Mr. *Gilliland.*—No.

1597. Sergeant *Dodd.*—You are speaking for individual members of the Board?

Mr. *Gilliland.*—For some members of the Board.

Dr. TRAILL.—Mr. Gilliland was instructed to appear for the Board in a certain sense.

Mr. *Gilliland.*—What I am instructed to ask is an amendment of the Scheme, or a reconstitution of the Board, and I understand the feeling of the Governors to be that they would not insist upon the new separate Board being exclusively confined to one denomination.

1598. Dr. TRAILL.—In that resolution one of the things asked for by the Young Governors is a new Scheme incorporating a separate Governing Body for the Young Endowment, and when we lay our report before the full Commission that is one of the things we are bound to state—that the existing Young Governors are prepared to have a Governing Body of a more liberal character than a purely Presbyterian one. I do not think they should be asked to give up the Presbyterian majority, but an exclusively Presbyterian Board is a different thing entirely.

Rev. *James Cargin.*—The original Board of Trustees was exclusively Presbyterian.

1599. I know it was; but if the gentlemen who represent them now, the Messrs. Cooke, prefer to have a new body independent of the Gwyn gentlemen altogether, on a liberal basis, but still keeping the Presbyterian majority, I don't see how we could refuse it.

Rev. *James Cargin.*—On the same principle where a Roman Catholic or Episcopalian majority may exist are you prepared to take the same course?

1600. Certainly, if they ask it themselves. The only objection brought against us is if we try to force it upon them.

Mr. *Gilliland.*—The Young Governors are not all here. I assume it would be necessary to call a special meeting before the matter could be formally decided. The views of the Messrs. Cooke is that the Young Charity is at present managed by a mixed Board, owing to the Gwyn Governors having control; and, if the Young Board were separated from this mixed Board, my clients see no reason for objecting to the new Board being made somewhat more representative denominationally than the Young Board is at present.

Joseph Cooke sworn and examined.

Joseph Cooke.

1601. Dr. TRAILL.—How many of the annuitants are still alive?—There were fifteen at first who received £50 each annually; of these, six are dead, nine are living.

1602. There is not much available then for the purposes of the Charity?—£1,200 a year.

1603. What money have you available for the £4,000 required to build an Institution?—This is the first year for that.

1604. You have nothing set apart for that?—£600 applied to the Building Fund.

1605. In case Gwyn's Governors do not give you their buildings, or in case you should take Mr. Gilliland's view, and build or buy a house, how much money have you available towards that £4,000?—£600.

1606. None previously?—Oh, yes.

Sergeant *Dodd.*—Under Clause 17, if the Gwyn people do not consent to let the premises, the Young Governors must have a capital sum of £4,000 before they found an Institution.

1607. Dr. TRAILL.—Have you capital available to the extent of £4,000?—We would not require £4,000.

1608. The Scheme says (reading)—"Whenever the said Endowment shall suffice to provide a capital sum of £4,000, in addition to the income of £1,000 per

annum, the Governors shall proceed to establish such Institution."

Witness.—We are accumulating a fund.

Sergeant *Dodd.*—They have no power to establish an Institution.

1609. Dr. TRAILL.—If they have an income of £1,200 a year, they could borrow £4,000, for which they would pay £160 of interest, and they would still have £1,000 of a clear income.

Sergeant *Dodd.*—£4,000 borrowed would not be a capital sum of £4,000.

1610. Yes, if they were able to provide it, and still retain £1,000 a year intact. What is the gross capital?

Witness.—£13,000.

1611. There must be a great deal more than £13,000 of capital to produce £1,200 a year. Are the annuities added to that?—The annuities are still taken out of the interest of capital.

1612. I am talking of the investment of money?—The money is invested, and the interest of that pays the annuities to these people, and leaves £1,200 a year. The amount of money invested would not produce £1,200 a year, but we add the shares of the annuitants that are dead.

1613. Does the £1,200 a year, available as income, include the liability to pay a certain amount to annuitants still?—The annuitants are paid out of that.

1614. How much do you pay the nine annuitants?—£50 a year each, £450.

1615. How much in addition to that have you available?—These annuitants' shares, £300.

Jan. 5, 1893

Joseph Cooke.

1616. But the six are dead and have not any shares. What is the annual income of the Endowment?—£1,200 a year, but there is £450 to come out of that.

1617. Then you have not got £1,200 a year?—That is the income last year.

1618. You are not yet in a position to go to the Governors at all.

Mr. *Gilliland.*—You will observe that it is optional with them to apply to the Governors at present for an Institution; but when they have a capital sum of £4,000, and £1,000 a year, they are bound to proceed with the establishment of an Institution. Clause 17 says they shall do it. It does not say, however, that they shall not have the power to found an Institution until they have the amount of money stated.

1619. Dr. TRAILL.—On what grounds did the Governors pass the resolution that, in their opinion, the amount of the Endowment available was now sufficient for the purposes of the Charity?

Sergeant *Dodd.*—I do not know.

Mr. *Gilliland.*—It comes with peculiar grace from the Joint Governors to raise this point after they adopted that resolution themselves.

Sergeant *Dodd.*—We were bound to adopt it and endorse the action of the Young Governors. It appears the revenue is not sufficient, only £600 a year at the present time.

Mr. *Gilliland.*—£600 a year would keep 30 pupils at the rate which prevails at the Johnston Institution.

William Tillie, D.L., sworn and examined.

William Tillie. D.L.

I wish to state, with reference to what has been said about the proposed reconstitution of the Young Board, that, as a Young Governor, I would do all I could to have it so arranged that we should have as good a Presbyterian representation on it as possible, and I am sure there are other three or four Young Governors that would join with me in that.

1620. Dr. TRAILL.—To make it exclusively Presbyterian?

Witness.—Suppose the Young Governors go for the changes that have been talked of to-day, it will be our duty to guard Presbyterian interests. The point on which I wish particularly to touch is that dealt with by Dr. Ross, in reference to his visit to the Johnston Institution in Belfast. I have also visited the Institution, and had all the working of it explained to me by Dr. and Mrs. Johnston. If we had been ever so anxious to have a duplicate of that Institution, or something resembling it, we have not the material within our reach. We can only get very young girls. Girls of such a size as they have in the Institution in Belfast you could not get in Derry, because they are all employed in the factories and making good wages, and would not come into an Institution like this at all. These girls in the Johnston Home are girls selected from all the different parts of Ireland, on account of their specially good character, their aptitude for learning, etc. I know that Dr. Johnston has the greatest satisfaction in the reports which he receives from different parts of the county in reference to the boarding out of the girls under their parents or other relatives of good character. From long experience and observation I consider it is a great calamity to detach any child from its mother and from family life, and place it in an Institution. I am not against taking the older children and putting them in a Home or Institution and giving then a Technical Education, but I would only make it a day school and let them go to their homes in the evening and get the benefit of family influences. I am not in favour of an Institution that would keep children night and day, as long as there is a surviving parent.

1621. Dr TRAILL.—In the case of orphans would you be in favour of boarding them out with their relatives or with other respectable people of the same religious denomination as themselves and of good character?—Yes.

1622. Even in the case of orphans you would prefer the boarding out?—I think it would be better. I think the objection to having girls in an Institution is far stronger than in the case of boys, because girls require more of a mother's help and care than boys do. Boys are better able to push their own way.

1623. The Doctor's evidence was to the opposite effect?—I don't agree with the Doctor.

1624. Mr. *Gilliland.*—Do you think the boarding-out system works as well in the town as in the country?—I believe it does because the Presbyterian orphans are in the towns as well as in the country. There are a large number of Presbyterian orphans in Derry. I know the gentleman who inspects and examines them and he is well satisfied with their condition.

1625. Do you know anything about the work of the Protestant Orphan Society?—I know it is the same as our own. It has been brought into harmony with our system and works admirably.

David Lowe sworn and examined.

David Lowe.

1626. Sergeant *Dodd.*—What are you, Mr. Lowe?—I am connected with the Hospital in Edinburgh, at least it used to be known as Heriot's Hospital, it is now Heriot's College or School. Heriot's Hospital was the oldest Institution of the kind in Edinburgh. It was founded in 1628 upon the model of Christ's Hospital in London. A number of other Institutions of a similar sort were founded in Edinburgh and carried on until 1870, when considerable changes were made both in Heriot's Hospital and in the others. Four Institutions, which were conducted under the auspices of the Merchants' Company, received Schemes transforming them into purely day schools, secondary schools. At the same time, in deference to the desires of some of the Governors, boarding houses were taken and the buildings entirely turned into schools. Houses

Jan. 5, 1893.

David Lowe.

were hired, and a certain number of foundationers kept in these houses. That was found to be a very ineffective way of dealing with the question. The houses were given up and the children entirely boarded out. The Institution I am chiefly connected with is for boys. There are two others for boys and two for girls. They were all boarded out. In connection with Heriot's Institution there were some difficulties between the Governing Body and the Commissioners, and we did not receive a Scheme until six years ago. I had previously been Head Master of the Institution under the old regime, and I hold the same position still, so I know what the circumstances are, both as regards boarding in and boarding out. Under the old regime there were 180 foundationers, and now we have 1,000 day scholars. The expense of carrying on the Institution on the old lines was something like £8,000 a year. Under the new system we carry on the education of 1,000 children, and board out 120 for about £9,000, so that on the score of economy it is advantageous. An allowance of £20 a year is made to the foundationers that are boarded out. We are extremely careful about the class of children selected. The first condition of qualification is that of poverty, relative poverty. Visits are paid by the Governors to the houses and inquiries made as to all applicants. If any of the households fail to satisfy the Governors then no grant is given. The Treasurer of the Institution and myself also pay visits where there is the least suspicion that there is anything irregular. With reference to the health of boarded-out and boarded-in children, I may say that the health of our boys in the old days was fairly good, but the boarded-out children have the advantage in that respect also. The Institutions of the Merchants' Company are carried on in the same way. I am also Manager of two other Institutions, the Vennel School in Edinburgh, and the Orphan Hospital. As a Governor of the Orphan Hospital I was sent to see Quarrier's Homes, and was greatly struck by them. But I found that much of the success of these Homes was due to the enthusiasm of the man who has conducted them for a number of years past. It is almost impossible to set up a similar type of Institution unless you have the same kind of man to carry it on. We sought to introduce the same thing in connection with the Orphanage Hospital; but so far we have done nothing. The Vennel School children go to a day school and live at home with their parents. They attend school fairly regularly, and are instructed in Elementary School work and in cooking, sewing, knitting, cutting out, and things of that kind. We got our Scheme in 1886, and under it we were to carry out the Institution entirely as a day school, but only for children above ten years of age. We have workshops for iron and wood, laboratories for physics and chemistry, and when our boys are done with our department they go on to another Institution under the same management, the Heriot Watt College, where they attend classes and may be taught trades. The old foundationers are further provided for by getting £10 a year during the time of their apprenticeship.

1627. Do you think there is anything impracticable or unworkable in the Scheme for the management of the Gwyn and Young Endowments, or in the suggestions made by various gentlemen here for the providing of means for training the children after they have been boarded out for several years attending the ordinary schools?—I am impressed with the advantage of having the children boarded out for the present and attending the ordinary schools. The benefit of the Endowments could be more effectively applied afterwards in suitably training the more advanced pupils in a day Institution. It is my strong conviction that this would be the most advantageous plan.

1628. Mr. *Gilliland.*—Is the Heriot Institution for boys only?—For boys alone.

1629. Have you much experience of the management of such Institutions in this country?—I have no experience in this country.

1630. You are not acquainted with the Masonic Orphan Schools?—No. I am quite of the Secretary's opinion that there is no comparison between the boarding out and the boarding in, but it is the other way.

1631. He knows this country, and you don't, you see?—I know the two systems.

Dr. TRAILL. — We are very much obliged to you, Mr. Lowe, for your evidence. It is very interesting.

Sergeant *Dodd.*—The whole question is whether we are to have this boarding-out system or not.

Dr. TRAILL.—Clearly.

Sergeant *Dodd.* — You see Section 17 is being availed of by a number of the Young Governors against the rest of the Young Governors and the whole of the Gwyn Governors for the purpose of carrying out their own view. The two bodies are practically joint Governors, and have acted as joint Governors until the Young Governors were outvoted on the boarding-out question, when they fell back on Clause 17.

Mr. *Gilliland.*—It is really too bad to put it so.

Dr. TRAILL.—The dates of the minutes will settle that.

Sergeant *Dodd.*—The question at issue between them is the solitary one of the boarding out. They have produced evidence here to-day for the purpose of satisfying the Commissioners that the minority were right and the majority wrong upon that question.

Dr. TRAILL.—That is a question that lies in the discretion of Young's Board; whether they will have girls under this Scheme on the boarding-out or on the Institution system.

Sergeant *Dodd.*—Under Section 20, has not the Joint Board the power to say what shall be done?

1632. Dr. TRAILL.—Under Section 17, the Young Governors have a special power to get up this Institution when they like, we'll reserve the legal point for Lord Justice FitzGibbon; but I have not the slightest doubt the discretion lies with the Young Governors. Clause 20 does not override Clause 17.

Sergeant *Dodd.*—It is because they were outvoted on the boarding-out question.

Mr. *Gilliland.*—What we complain of is that we were not being given our fair representation under the Scheme. We want to be allowed to manage our own affairs. Practically the Young Board was wiped out as things have hitherto been managed. They were told that they had only to do with the finances of the Endowment, and yet the Funds are vested in the Joint Board, therefore, practically the Young Governors were left nothing to do.

1633. Dr. TRAILL.—The mistake the Young Board made was to let the cuckoo into their nest, and it is trying to kick them out now.

Mr *W. F. Bigger*, J.P., added that he knew of cases where widows who would be deserving objects of the Charity would not allow their children to go into an Institution. He had been a Governor of Gwyn's Institution for many years, and was aware that the results had been unsatisfactory; they had not been able to turn out a good class of boys. The boarding-out system was working very well, and was doing far more good than the old system.

1634. Dr. TRAILL.—What about the disposal of the buildings and grounds?—We are to try to carry out what Mr. John Cooke, J.P., has said—to found a Technical School for boys of fourteen and fifteen years of age.

1635. Sergeant *Dodd.*—You do not object to a portion of the buildings being given to the Young Governors?—Certainly not, if they want it.

1636. Dr. TRAILL.—Supposing the boarding-out was carried out for girls as well as boys, what would you do with the buildings?—Turn them into Training

Schools for girls and boys. You have not the material in Derry for filling a Home like that of the Presbyterian Orphan Society. They are drawn from, perhaps 1,000 girls all over the country. You would not have the same class here.

Mr. *Gilliland* intimated that Dr. Reid and he would arrange the minutes and hand in copies for the information of the Commissioners. Jan. 5, 1893.

The Inquiry then concluded.

PUBLIC SITTING—TUESDAY, JANUARY 10, 1893.

Jan 10, 1893.

At the Office, 23, Nassau Street, Dublin.

Present:—The Right Hon. Lord Justice FitzGibbon and the Right Hon. Mr. Justice O'Brien, Judicial Commissioners; and the Right Rev. Gerald Molloy, D.D., D.Sc., Anthony Traill, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. Wilson, D.D., Assistant Commissioners.

N. D. Murphy, M.A., Secretary, and F. Redmond, B.A., Assistant Secretary, were in attendance.

SCHEME No. 147.—THE PAROCHIAL SCHOOLS OF THE UNITED DIOCESES OF DUBLIN, GLENDALOUGH, AND KILDARE.

SCHEME No. 158.—THE PAROCHIAL SCHOOLS OF THE CITY OF DUBLIN AND NEIGHBOURHOOD; THE RALPH MACKLIN ENDOWMENT; THE GRIFFITH ENDOWMENT; AND OTHER ENDOWMENTS IN THE CITY OF DUBLIN.

(Objections and Amendments).

J. Wakely, B.L. (instructed by *H. T. Dix & Sons*, solicitors, appeared for the Trustees of Love's Charity).

The following were also present:—The Very Rev. the *Dean of St. Patrick's*, the Very Rev. the *Dean of the Chapel Royal*, the Very Rev. the *Dean of Christ's Church*, the Ven. the *Archdeacon of Dublin*, Rev. *Morgan W. Jellett*, LL.D.; Rev. *R. B. Stoney*, D.D.; Rev. *R. Scriven*, Rev. *J. W. Tristram*, D.D.; Rev. Canon *Walsh*, D.D.; Rev. *Robert Walsh*, D.D.; Rev. *H. Kingsmill Moore*, M.A.; Rev. *S. C. Hughes*, LL.D.; Rev. *R. Godfrey Webster*, M.A.; Rev. *A. L. Elliott*, M.A.; Rev. *C. W. Welland*, B.A.; Rev. *R. Wyndham Guinness*, M.A.; Rev. *T. L. Scott*, B.D.; Rev. *F. C. Hayes*, M.A.; Rev. *R. D. Bluett*, B.A.; Rev. *D. Anderson*, LL.B.

1637. Lord Justice FitzGibbon.—We have appointed this Sitting to consider objections, according to our ordinary course, to Draft Schemes No. 147, published on May 14, 1892, and No. 158, published on August 13, 1892. The first of these Schemes proposes to deal with the endowments of parochial schools connected with the Church of Ireland in the United Diocese of Dublin, Glendalough and Kildare, exclusive of the city parishes; and the second proposes to deal with endowments connected with that Church in or near the City of Dublin. These two Schemes embrace in their proposals a large amount of property apparently capable of useful application for educational purposes of a denominational character. Since these two Schemes were published we have observed, not from any official communications made to us, but from what has appeared in the newspapers, that they have been made the subject of considerable criticism and of great misapprehension. Whoever is to blame, and however it came about, these two most important Schemes have been postponed to a period of the existence of our Commission so late as to contrast unfavourably with what has been done in almost every other diocese of the Church of Ireland and almost every Presbytery in Ireland.

The first matter which I wish to state clearly and distinctly is that these Schemes belong to the class which we call "consent schemes." We have already prepared nearly twenty similar schemes for different dioceses, sometimes including in one scheme the schools of several dioceses under one bishop, as in the case of Cork, Cloyne, and Ross, and of Down, Connor, and Dromore; in other cases we have prepared separate schemes for each of several dioceses under the charge of the same prelate. But in every case we have treated the endowments which were included in the schemes of this class as being denominational, and as not being subject at all to the jurisdiction of our Commission, unless the governing body of each separate school and endowment intimates in writing its consent to have its endowments dealt with under the Act. In other words, every endowment included in a diocesan scheme is treated as having been provided exclusively for persons of a particular denomination, and is placed by the scheme under the exclusive control of persons of that denomination, namely, the Church of Ireland. Our course of dealing with all denominations in this matter of exclusive endowments may have been, perhaps, more loose than legal, but we think it has given general satisfaction, and it certainly has made injustice impossible. You will observe that we have no jurisdiction over such endowments, except what is derived from the written consent of the governing bodies. No body would like to sign an authority placing itself under our jurisdiction unless satisfied that the scheme which we should frame would be just and beneficial. Therefore, in all "consent cases" we have undertaken the preparation of the schemes upon the request of responsible persons, but we have not required the formal consents to be given until after the draft schemes have been completed. In the first instance, without getting the final and binding consent, on being communicated with by those who want to obtain for their schools or endowments the benefits of our Act, we prepare and publish draft schemes, we give ample opportunity for objections and amendments, and it is only when the schemes are ready to be signed by the Judicial Commissioners, that we call for the written authority from the governing bodies, which is our only authority for bringing the Act into operation. In all the preliminary steps, we act in conditional expectation of the consent being given, and it is only on the fulfilment of that expectation that we can deal with these denominational endowments. If we fail to prepare a scheme which we can approve, and which the governing bodies desire to have, we take the risk of losing a certain amount of labour, but this course has been successfully followed in very many cases, and several of the Diocesan Schemes, framed for the Church of Ireland, have already been in operation, and working with great satisfaction for a considerable time.

Jan. 10, 1893.

Some people seem to imagine that we, the Commissioners, have been forcing these two Schemes on the Dioceses. The very contrary is the fact; you may judge of the dilatory mode in which the educational business of these dioceses has proceeded, when I mention, that, on May 28, 1888, a written application for a scheme was received by us from the Diocesan Council of Dublin; on June 12, 1888, we received a similar application from the Diocesan Council of Kildare; and on October 20, 1888, we received a similar application from the Diocesan Council of Glendalough. It is upon these applications that we have proceeded. Each of these Diocesan Councils not only applied, four years ago, for the incorporation of a Board of Trustee to hold educational endowments, but gave the names of those whom they desired to place on the Board. These applications were followed by three resolutions, all dated in October, 1888, from the Diocesan Synods of Dublin, of Kildare, and of Glendalough, approving of the communications previously made by the Councils. From that day to this, we have been endeavouring, with less success than in any other cases in our experience, to obtain from the proper quarters, the information and assistance necessary for the satisfactory preparation of the Schemes. We have followed the same course adopted in other cases. On one occasion, on the invitation of the Archbishop, Doctor Traill attended a meeting of the clergy to discuss the matter, three or four years ago, but though, from time to time, clergymen of the diocese have called at these offices, and we have had a mass of correspondence, we have never got that practical and definite assistance, which we have received elsewhere, and the matter remained just as it was until last year. Ultimately, knowing that our powers were about to expire, we thought it best to bring the matter to a point, by publishing the Draft Schemes which are now before us. We followed, in general, the precedent of the Cork Diocese, preparing one scheme for the rural districts, and another for the City of Dublin and its vicinity. It is five years since we went to Cork, and were met there by a representative deputation of the clergy, small enough to do business, but numerous and active enough to have thoroughly worked up their case, and made up their minds as to what they wanted, before they came to us. The present Dean of St. Patrick's acted as spokesman. We framed two Schemes for them, and they brought all their Endowments into them. These Schemes have been approved long ago, by the Lord Lieutenant, and they have been working so satisfactorily that we are now dealing with an application for a Supplemental Scheme, to bring in additional property, and extend the powers of the Diocesan Boards. But what are we to do with Dublin? These two Draft Schemes, as far as possible, follow the lines adopted in other dioceses. In preparing them, we have had the advantage of the experience of Cork, and of discussions in Down, where there was considerable feeling on the subject of National as against Church Education, but ultimately a conscience clause was agreed to, and unanimously passed.

Dr. TRAILL.—There are 140 schools now under the Down and Connor, and Dromore Scheme.

Lord Justice FITZGIBBON.—There are upwards of 160 schools and endowments under the Cork Schemes, and Dr. Traill says there are 140 under the Down Scheme. Well, having published the Dublin Schemes on these lines, we have received a number of written objections. The main objection comes to us in a way that during the whole of our experience no other objection ever reached this office—without date or signature, or anything to indicate where it was adopted, or by what authority it was written; a letter was handed in here headed "Diocesan Synod of Dublin, Glendalough, and Kildare," containing elaborate and sweeping objections to almost everything in the Schemes. Now, we are not professing any ignorance; we know where this objection came from, we have read all about it in the papers, and we are anxious to discuss it with all care and respect, but I mention its form as an indication of the mode in which this important business has been transacted. The first proposal is:—

"That instead of two Schemes, all the parochial endowments of the united Dioceses of Dublin, Glendalough, and Kildare be included in one Scheme."

To that we offer no opposition whatever if, on consideration, you do not prefer the two Schemes. But as we go through the objection it seems to propose a sort of federal union, which it is difficult to distinguish from separation, for it proposes a city board and a country board, and the separate Synods are to exercise distinct control over them. Perhaps you may be right in preferring one scheme, but whether you have two schemes or one, or two boards under separate schemes, or one board with two divisions, the ultimate control ought to be in the hands of the joint Synod of the entire diocese. It would never do to have two boards, with one synod dealing with one of them and three synods dealing with the other. The next proposal deals with the formation of one incorporated body, to have the general management and control of the schools and to hold the property Our experience leads us to ask you to reconsider the size of the body you propose. There would be at least 44 members, and no one can tell how many more, because, in addition to the forty-four, there is to be one governor representing each non-parochial city endowment included in the Scheme. We don't know how many those would be, and there must be a provision for bringing in additional endowments from time to time, so that the upshot would be to give you a Governing Body of more than 50 people.

The *Archdeacon of Dublin.*—I don't think it would be so many.

1638. There are four ex-officio governors; elected city members, eight clerical and eight lay; elected country members, four clerical and four lay for Dublin; three clerical and three lay from Glendalough; two clerical and two lay from Kildare; and then there are six more elected governors, making forty-four, with an indefinite number of representatives of particular endowments besides. There is no legal objection to incorporating such a body as that, but don't expect it to be a working body, and if you constitute it you must appoint a committee to do the work. We have adopted two systems in different cases. One is to incorporate a large number of people and let them appoint working committees, the other is to incorporate the small body that is to do the work. There are no advantages that I can see in forming an unwieldly body at all in such a case as this; I should advise a small body to be incorporated, and therefore it will require further consideration by you as to what course you prefer; we shall be glad if you finally settle the question for yourselves one way or the other. A resolution was passed by the joint Synod, of which I have information because I was present, but it has not been officially communicated to us. That resolution proposed that the board to be incorporated should take the place of the existing Diocesan Board of Religious Education. That Board is working very well, I believe; but their number is nothing like what is proposed in this objection. The constitution of the board is a matter of great importance, but it can be easily settled if you resolve to form a board which will do your work.

Now we come to a more important question—what are to be the powers of this board when appointed? You must bear in mind that under our Act of Parliament we can only deal with property. We have no power to create a body without any property or endowment, merely to exercise such educational functions as the Synods might choose to entrust to it. The first step which we take in every case is to see what property and what endowments are to be brought into the Scheme. The first advantage we can offer is

the vesting of property in an incorporated body. This gets rid of difficulties arising from failure of title, and saves the expense of conveying the property when trustees drop off and others are appointed in their place. Your next proposal is that—

"Each Local Board shall exercise a general supervision over the educational work carried on under the Scheme in its own district, and shall, through the Central Board, make an annual report to the Diocesan Synods, which shall include information as to the working of the schools and the condition of the endowments. Each Board may make such suggestions as they shall deem advisable for the improvement and development of education within their respective districts, and the Schemes should be so framed as to give the Diocesan Synods power to carry out such suggestions, but such power shall not be exercised except on a resolution carried at the next succeeding annual meeting of the Diocesan Synod, by a majority of two-thirds of those present and voting."

That clause differs entirely from any clause that has ever been suggested to us by any body down to the present time. If you incorporate your Board solely to make suggestions to your Synods, and give no effect to their suggestions until resolutions are carried by two-thirds majorities at annual meetings, the practical daily work of the Board would amount to nothing at all. The whole object of the Scheme in vesting the property is defeated if those who have the property have not the power and duty of administering it rightly. Give, if you please, an appeal to the Diocesan Synod—put any reasonable restriction upon the action of the Board, and require the sanction of the Synod in any defined cases; but if this Board of 50 can never go beyond proposals and suggestions without the assent of two-thirds of the Synod—the whole body will be practically useless. Further, you make no provision whatever for the case of the Diocesan Synod not passing any resolution at all. If there is not a sufficient quorum or a sufficient majority, what is to be done? Are the "suggestions" to lie over for another year, or to fall to the ground? The whole principle of this proposal is contrary to common sense, and to anything that has been done in other cases. We are quite willing to help you, but you must give your Board power to do its ordinary work, subject to the control of the Synod.

The *Dean of the Chapel Royal.*—May I ask if by that resolution it is meant to still retain the power of the Synod. I was under the impression that the way the resolution passed the Board of Education, was that in case it was resolved that a school should be closed, that that should not be done permanently without the right of appeal.

1639. We can make it right now, but I have read the proposal as it is.

Dr. TRAILL.—There is a proposal—"that no educational endowment shall be transferred from its existing use, except with the sanction of the District Synod." We have provided for that in the Scheme.

Rev. Dr. *Stoney.*—The reason I sent in an objection was that, as the clause originally stood, the Diocesan Synod, or the Board of Education might, at a meeting of the Synod, represent that a certain school should be closed. The representatives of the parish in the Synod would not be able to speak properly on a question sprung on them so suddenly on such an occasion, and it was in order that they should have a year to think over the matter before anything could be done that I gave the notice. We thought no school should be closed without a year's notice.

1640. Lord Justice FITZGIBBON.—But the proposal I have read has nothing to do with the closing of a school—

"Each Local Board shall exercise a general supervision over the educational work carried on under the Scheme in its own district, and shall, through the Central Board, make an annual report to the Diocesan Synod."

That does not confer any power on the Board.

"Each Board may make such suggestions as they shall deem advisable for the improvement and development of education within their respective districts; and the Scheme should be so framed as to give the Diocesan Synod power to carry out such suggestions, but such power shall not be exercised except on a resolution carried at the next succeeding annual meeting of the Diocesan Synod, by a majority of two-thirds of those present and voting."

You will see that no operative power whatever is given to the Board. The only power of carrying out the suggestions of the Board is given to the Diocesan Synod. On principle, that is a thing to which we do not see our way.

The *Dean of the Chapel Royal.*—It does not represent which is the body to have power.

1641. The Board has no authority, and we have no authority over the Diocesan Synod. We can only create this Board to do certain things; they must exercise their own powers. You may limit them as much as you like, but they must have a defined authority—and they, and not the Diocesan Synod, must be responsible for its exercise; but this proposal is contrary to what has been done in every other case, and would be unworkable.

Rev. *Robert Walsh,* D.D.—It is not worth discussing that.

1642. I will go on to the next clause, which deals with a touchy subject, and perhaps one on which some amendment may be necessary, as Dr. Traill tells me that all the clauses in other Schemes are not in this. The principle we adopt, is to vest the property of the existing schools in the incorporated body; but every Scheme contains a provision, as ample as we can make it, that so long as any school to which the property belongs is efficiently conducted by the existing governing body, it shall remain under the same control as if the Scheme had not passed. But if the Board comes to a resolution that a school is not efficiently conducted, no action can be taken for a certain time, or until it is sanctioned by the Synod, but you must have some authority other than the local governing body—some disinterested authority to decide the question of efficiency. This point arises on your next clause, which, as far as we can see, it would be absolutely impossible to work out.

"That the Central Board and the City and County Boards, respectively, shall be authorized to interfere in the general management, arrangement and control of the schools, when specially requested to do so by the local authorities of the parish or school, for the time being, and subject to this provision, the management and control of the parochial schools shall remain as at present."

We have met a great many local authorities, but we have never heard of one likely to "specially request" another to "interfere in the management" of its affairs. You have to guard against local governing bodies ceasing to work efficiently, or even to exist; and to make the special request of such bodies the necessary condition precedent to any action of the Diocesan Board is simply to provide that the Diocesan Board shall never be able to interfere at all where its intervention is necessary. The object you want to gain is secured by the Scheme—whenever and so long as a local authoriy is doing its duty, it shall remain as at present. This is the clause adopted in Down and Connor, and Dromore:—

"So long as any Elementary School existing at the date of this Scheme, and under the management of the Incumbent of the parish in which it is situated, shall be in efficient operation, the said school and the endowment thereof shall continue to be managed and administered as if this Scheme had not been passed, save so far as the Incumbent for the time being shall otherwise consent by writing under his hand. Provided also that so long as the Manager, Managers, or other Governing body of any Elementary School existed, and in efficient operation at the date of this Scheme, shall continue to so maintain the same, the school and the endowments thereof shall continue to be managed and administered as if this Scheme had not passed, save so far as the Manager, Managers, or other Governing Body for the time being shall otherwise consent."

Jan. 10, 1893

The safeguards are adopted that no steps can be taken against the will of an existing manager, unless the decision of the Board is confirmed by the Diocesan Synod, and if the Diocesan Synod deemed that sufficient notice had not been given, anyone could move the adjournment of the question for twelve months; and nothing could be done in the mean time. I appeal to you all as practical men, whether the Scheme has not provided all the safeguards you can desire.

The *Dean of the Chapel Royal.*—The clause you have read will meet what we desire.

1643. The next proposal deals with the Vesting Clause:—

"That Sections 8 and 9 of the Scheme 147, and Sections 7, 8, and 9 of the Scheme 158, embody principles of which we approve, in so far as they are consistent with previous paragraphs, provided that no Educational Endowment shall be transferred from its existing use, except with the sanction of the Diocesan Synod by a majority of not less than two-thirds of those present and voting."

That should follow the previous clause, and surely you ought to be safe enough if the decision of the Board is made subject to the sanction of the joint Synods, without requiring a two-thirds majority, which might lead to a deadlock. For the central or district schools you propose to give the "local boards" power to define the districts which each school is to serve.

The *Archdeacon of Dublin.*—The meaning is that it shall be open to the Board, if they think the necessity exists, to establish a central school in a particular parish, provided that the parish is within the district of the local board. It was felt very strongly in a number of parishes, that so long as any school remains parochial, there shall be no authority—no external body—to appoint a school committee.

1644. Dr. TRAILL.—But your clause does not say anything about parochial schools. The clause gives power to establish districts, which we are doing under the Scheme. You say the local boards are to define the districts.

The *Archdeacon of Dublin.*—The district should not be a single parish. If a parish was formed into a district having a local board the district would be already under a different ecclesiastical autocracy.

1645. Lord Justice FITZGIBBON.—Your point requires to be looked at from another aspect. This very question arose in the Cork City Scheme. The important parish of St. Nicholas was under a clergyman who refused to bring the parochial endowments into the Scheme unless his own independence was secured as long as he was there, and he stipulated that his parish should constitute a separate district. But the object of these district schools is not to supplant efficient parochial schools, but to give more advanced education to children from larger areas. You cannot have an advanced school in every parish; you may have a good infant school in each parish, but if you want to provide first class teaching or technical or special education you must unite several parishes in support of one school, especially in a city like Dublin. One of our great objects is that the Diocesan Board should supervise the general education of the Diocese, and without interfering with any efficient parochial schools, that they should command the means of establishing higher schools for middle class children and selected pupils, some of whom might pay fees and others would not. You cannot have such a school in every parish—the thing is impossible.

The *Archdeacon of Dublin.*—I am now speaking for others and must not be understood as expressing my own opinion. It was felt by some that there was a danger, if your Scheme were adopted, of there being an interference with parishes that were already doing their business. Well; that might or might not be; I assume, that in providing for the City of Dublin there will be certain districts defined by this Commission, and that in each of those districts there shall be established a district school. The meaning of this amendment, as I understand it, was this, that instead of there being districts formed to include all the parishes it should be left to the Diocesan Board body to form its own district where needed, that it should not be necessary to provide each district with a school, and that certain parishes that were working well should be left out, that it should not be in either case incumbent on the Board to form a district school but that it should be merely in their power to do so.

1646. Dr. TRAILL.—We have provided in clause 17 for this very matter. What we say is—"The number and boundaries of the several districts shall be determined by the Board from time to time." We leave it in the power of the Board to do what you say.

The *Dean of the Chapel Royal.*—They are to determine what are the districts.

1647. Certainly; but it is better to start with some division, giving the Board power to change the boundaries. We say—

"So long as the Incumbent of any of the said parishes holding office at the date of this Scheme, shall, by writing under his hand, decline to act as a member of the local committee of the district in which his parish shall be situated, his parish shall constitute a separate district, and the schools and endowments of and belonging to his parish shall continue to be managed and administered, during the tenure of office of such Incumbent, as if this Scheme had not passed, save so far as such Incumbent shall otherwise consent by writing under his hand."

What you ask is provided for. All we ask is that you should make a division of the districts for us in the first instance, and if you wish we can change the division proposed in the schedule to the Scheme.

1648. Lord Justice FITZGIBBON.—Clause 17 seems to give exactly what the Archdeacon wants—and the provisional arrangement in the schedules as to the school districts might be improved on afterwards by the Board—

"That, so long as the Incumbent of any of the said parishes, holding office at the date of this Scheme, shall, by writing under his hand, decline to act as a member of the Local School Committee of the district in which his parish shall be situated."

The clause endeavours to secure to every existing Incumbent the position which Dr. Webster claimed for himself in Cork.

The *Archdeacon of Dublin.*—I am telling you the objections that were raised. It was felt that the Incumbent should always have control.

1649. Dr. TRAILL.—That would be a hardship to ask us to provide for all time. If we provide for the lifetime of any clergyman, I don't think he has any right to say his successor should also be provided for.

The *Archdeacon of Dublin.*—That was what was felt.

1650. Lord Justice FITZGIBBON.—Our desire is, and I wish you to thoroughly understand it, that the central or district schools shall be of a higher class than the parochial schools, and shall be available for such parishes as are within reach, and cannot support equally good schools of their own. The idea was to enable you to do for Church children what is being done for the children of other denominations. Let them first attend the parish school, and then when they want to advance, in place of leaving them under the same teacher, let them go to a higher school. The system works well in Germany and everywhere where education is scientifically conducted. The Presbyterians and Methodists in Dublin have superior Primary Schools. The Christian Brothers have advanced classes under distinct teachers. I ask you to open your minds to the fact that if you want to give a better education to some elder and more promising children you cannot keep them at the same school. Where a parish has such schools as those in Kildare Place, it is quite a different thing; but you ought to aim at having within reach of all some Church schools different from the ordinary parish school, not attempting to compete with it in teaching infants, but giving a better class of education to more advanced children.

The Dean of the Chapel Royal.—We are all agreed we want the power of grouping the districts, but we would like that power to rest with us.

Dr. TRAILL.—So it does.

1651. Lord Justice FITZGIBBON.—I don't see why you object to defining the districts provisionally in the Scheme. If you don't make a start now, further delay will follow. These are mere matters of detail. A certain parish secured a scheme for itself a short time ago, and there was a clause in the scheme to enable other parishes to join afterwards, but whether the Incumbent objected to that I don't know.

Rev. Canon *Jellett.*—If it was an advantage I would like to see the arrangement carried out.

The *Dean of the Chapel Royal.*—I would suggest that it would be better to leave out the arrangement for provisional districts, for it is not possible you could have as much knowledge about them as the Incumbent.

1652. Lord Justice FITZGIBBON.—That would make the establishment of district schools impossible, unless all the Incumbents agreed.

Dr. TRAILL.—What we say is—take a map and point out your districts and we will settle them for you.

1653. Lord Justice FITZGIBBON.—If you can mark on a map of the city the boundary within which you think a district school ought to be situate, there would be a considerable advantage in putting it into the Scheme.

Rev. Dr. *Walsh.*—There is a practical objection to putting all the parishes into the Scheme at once without knowing what parishes would join. From a long experience we believe that all the parishes will ultimately come in; but if you create the districts at once, before knowing what parishes would come in, you will find it will never work.

1654. If you make the establishment of district schools dependent on the concurrence of all the parishes, you will never get them. I would look forward to establishing district schools as soon as possible—why not begin with two, one at each side of the city, and let it be thoroughly understood that they are not schools competing with parochial schools for younger children, but are intended as schools in which the more advanced church children can forward themselves.

Rev. *T. L. Scott.*—For my part I would prefer this clause for a practical start, it is so difficult to start at all.

1655. The church people of Dublin have many endowments which ought to be available, and which are particularly suited for the establishment and maintenance of district schools. At this side of the city you have the Ralph Macklin Endowment used for the support of Primary Schools in a parochial schoolhouse within a stone's throw of Kildare Place. On the north side of the city there are several endowments available.

The *Archdeacon of Dublin.*—I think what caused the feeling against this provision was the constitution of the body to be the representatives of the district. It is decidedly wished that the body should be more homogeneous in its character, and not have elected upon it, as intended, men outside the district; and I think also that the local body should define the district, which would be merely local boundaries.

Let me refer you to the last clause of the Objection—

"Each such school shall be managed by a Committee, consisting of the Incumbent, and one lay representative elected by the Select Vestry of each parish included or partly included in the district."

1656. What would that come to?—You would have a Diocesan Board, whose first duty would be to establish a district school which should be better than an ordinary parochial school, for the purpose of giving an advanced education to children of higher capacity. Yet, these district schools would be managed by a Committee on which the Board would not be represented at all, and which would consist of the Incumbent and one lay representative from each parish. If you want your district schools to be effective you must do as the Cork people did—put them under the management of a representative body distinct from the parish school and qualified to consult the general interests of the Church people of Dublin. If you had, say, four of these schools—and less would not supply the wants of a city like Dublin—and that each of them was managed by such a Committee as you suggest, without any central control, you would lose the whole advantage, and the district schools would be no better than parochial schools after all.

The *Dean of the Chapel Royal.*—I think we will surrender that. That was an instance in which we were trying to please everybody.

Dr. TRAILL.—Clause 24 provides for every word of what you ask.

The *Archdeacon of Dublin.*—I am now speaking my own opinion. The district would have to be so large that a Board constituted of all the Incumbents, and lay men besides, would be a large one. I think that perhaps a smaller committee would work better.

1657. Lord Justice FITZGIBBON.—I would like that the District School Committee should have a substantial representation of the Central Board on it.

The *Dean of the Chapel Royal.*—I think we should be content with the clause as it stands. I don't think we need occupy your attention further with the clause.

1658. If you make too many district schools you will only be multiplying parochial schools which you do not want. Your next clause—No. 11—I need not waste time over, as I can see no difference between it and the clause in the Scheme; I come then to your proposal, No. 12, which appears to require some attention:—

"That there shall not be any local school committee created by the Scheme except the committees of management of district schools, and that these committees shall have no powers beyond the control of their district schools."

It has been publicly stated that the Draft Scheme would displace existing managers of parochial schools. I don't understand that to be its effect at all. All existing managers of parochial schools may go on as they are unless they agree to constitute a committee under the Scheme, with the consent of the Board.

Rev. Canon *Walsh.*—Clause 19 was very strongly objected to, and it was thought that the adoption of any scheme with a clause of that kind was hopeless.

1659. I fear that there may have been some misunderstanding about this. It is differently worded from the Down Clause, which I will read:—

"Subject to the provisions of this Scheme as to existing schools, and as to National Schools, respectively, the Board, with the consent of the Local School Authority or authorities concerned, may discontinue any Elementary School or Schools, or remove any Elementary School or Schools to some more convenient site or sites, or may combine or amalgamate any two or more of the Elementary Schools; or they may provide for the use of different schools for different kinds of education, or by different classes of pupils, as the Board may seem most advantageous for the promotion of education in the dioceses. Upon any such discontinuance, removal, or amalgamation, as aforesaid, the vacated buildings and premises may be appropriated for such of the purposes of this Scheme as the Board shall deem expedient, or may be sold, let, or otherwise disposed of, to the best advantage, and whenever any Elementary School shall, in the opinion of the Board, have ceased to be in efficient operation, the Board, subject to the provisions, etc,"

The Local School Authority includes the Incumbent or other existing governing body of every parochial school whatever it may be. There was never any intention to interfere with the rights of the local authorities over the use of their own buildings.

Rev. Canon *Walsh.*—Clause 19 gives the power.

Dr TRAILL.—We will change that for you

Lord Justice FITZGIBBON.—There was never any intention to interfere with the use of parochial school buildings.

Rev. *R. D. Bluett.*—I want to ask a question with regard to the legal effect of the Scheme—does it make

Jan. 10, 1893.

it possible for a Board, when established, to recognise any arrangement whereby a district school might possibly be under a joint church and nonconformist management? The door would be entirely shut against such an arrangement being made in certain districts—that is in my district—under a sort of joint management.

The *Archdeacon of Dublin.*—That School has a scheme of its own.

1660. Lord Justice FitzGibbon.—I told you at the beginning that this Scheme is a denominational one; but there is no objection to your making arrangements for pupils of different denominations to attend the Schools.

Rev. *R. D. Bluett.*—The point is whether it would be possible to make arrangements in a district where there is a strong Presbyterian element by which this Board could be worked for a Presbyterian and Church School?

1661. Such a School would not be denominational, and could not be included in this Scheme.

Rev. *R. D. Bluett.*—The meaning of that is that they will rival each other.

1662. I mentioned the case of the Merchant Taylors' School already, as an illustration of what might be done. You need not establish a District School in any locality where there already is a good school available for Church pupils, though under mixed management.

Rev. *R. D. Bluett.*—But if you have a School under Presbyterian management, attended by Church children, it might become the duty of the Board to start another school. What we would like to know is, could we establish a joint school?

1663. A joint school could not be brought within this denominational scheme.

Rev. *R. D. Bluett.*—Any such arrangement must be made outside the Board.

1664. Outside the Diocesan Scheme, such an arrangement might be made, and we have framed schemes for many such schools, some in Dublin.

Rev. *D. Anderson.*—The better class pupils in Dublin are pretty well supplied with schools—such as Dr. Benson's. I think two District Schools—one on the north, and the other on the south side of the city, would meet the requirements with the number of better class schools we have already.

1665. The class of pupils for whom you want these District Schools are not likely to go to such schools as Dr. Benson's. We want to provide a good education for children who cannot pay very highly for it.

Rev. *D. Anderson.*—All the higher classes are taken off by these schools, and you would have very few pupils in the District Schools.

1666. That is a matter that you should look at very closely. From the Christian Brothers' Schools in Dublin, some thirty or forty pupils win exhibitions and prizes every year, and large numbers pass at the Intermediate Examinations. If they had not those schools to attend they could not do that. Every one of those boys is a formidable competitor, with numerous advantages in his favour, against the Protestant boys in the same rank of life, unless you give them the opportunity of getting a similar education; and a great many of our Protestant youths cannot afford to pay the fees of higher Schools.

Rev. Dr. *Tristram.*—We have already 600 children attending superior schools of other Protestant denominations.

1667. Yes, I have seen a report of Dr. Tristram's showing that the sort of education we are talking of is provided for Church children to a large extent by Presbyterian and Methodist Schools; but they don't supply the wants of the city.

Rev. *R. G. Webster.*—The Schools mentioned are not of the class we are considering.

Rev. Dr. *Tristram.*—They are high class Schools.

1668. Lord Justice FitzGibbon.—In clause 14 you want a draft scheme to be prepared embodying the amendments suggested by your committee. We cannot begin *de novo*, but we will not sign any Scheme until you have seen it in the final shape. You must make up your minds when you see it, whether you will sign the necessary consents or not, and every endowment for which there is not a consent must be struck out before the Scheme is signed. We are only too anxious to get suggestions for the improvement of our Draft Schemes, but recollect that ever since June, 1888—if I may say so without disrespect—there has been muddling over this Dublin Diocesan Scheme, and it cannot go on much longer; after March 31st next, except to complete Schemes previously published, the Commission will be at an end. When we revise this Draft Scheme, and send you the print, you must arrange to have it discussed, not by having all the clergy sending in their own notions, but you must have a representative meeting, such as has been held everywhere else, and let us know through an authorized channel, the concrete result, and then we shall see what can be done.

The *Archdeacon of Dublin.*—I would like to see what funds there are for the advancement of poor parishes not likely to go to particular districts—what assistance is to be given in point of education.

1669. If that depends on where the money is to come from, there are large endowments available for Intermediate Education in Dublin, connected with the Church of Ireland, and in all our Schemes there is a provision enabling endowments for apprenticeships to be spent on apprenticeship fees, or in providing special education, or in other forms of advancement. But we can only put it down on paper—if you cannot induce those who hold the money to assist you, the clause won't pay the fees.

The *Dean of the Chapel Royal.*—I don't see why that provision should be for boys only—why not girls? Why not put in the word "pupils"?

1670. Dr. Traill.—We used the word "candidates." You put in the word "boys" yourselves in your objection.

The *Dean of the Chapel Royal.*—I would suggest to use the word generally. I am as much interested in boys as in girls.

1671. Look at Clause 30, and you will find that we have provided for it in every case.

Rev. *R. B. Stoney.*—You say you will draw your pen through particular parishes where the clergymen object; but won't they come in under the Scheme necessarily?

1672. Lord Justice FitzGibbon.—No; not unless there is a consent in writing from the person or body now holding the endowment. The Schedule gives the particulars of all property affected, and we cannot retain any endowment in the Schedule to this Denominational Scheme without the consent of the Governing Body. The notice on the outside of the Draft Scheme, which is before you, tells you that, before the Scheme is signed, in any case in which the consent is not furnished, the school or the endowment will be struck out. The Scheme will not touch them at all, unless they execute a deed afterwards if they like. They would have to do that as a matter of conveyance, and giving title.

Rev. Dr. *Stoney.*—I would be afraid that a school might be closed if it interfered with the District School. Of course it could not be closed as long as the Incumbent lived, but after that it might be closed.

1673. Generally in other Dioceses, more schools have been brought in than struck out, after the first publication. When the Scheme is signed, you can only bring property under the Scheme by making title and conveying it by deed.

The *Dean of the Chapel Royal.*—As to Clause 15, including the girls and boys, we never meant that you should make poverty the ground for enabling the

fees to be paid for Intermediate Education—we want that boys should pass from Primary Schools on proof of the necessary qualification.

1674. Dr. TRAILL.—Are they to be clever boys to get scholarships or not?

The *Dean of the Chapel Royal.*—I think boys certified as deserving should pass to the higher School.

1675. We have provided for clever boys getting the education.

The *Dean of the Chapel Royal.*—Then you are right and we are wrong.

1676. Lord Justice FITZGIBBON.—To carry out Clause 15 means money, and I don't know where it is to come from. I will refer you to what we have done in other cases. In Meath Diocese the endowments of the Navan School have been made available. In Cork city they have two or three endowments, including the High School. In Cork, Cloyne, and Ross they had Bishop Crowe's Endowment. The whole Scheme must depend on the means of providing the education being made available. If you have the means, then you can give the education to deserving boys or girls, or both. The last clause of your objection would make you hamper yourselves by keeping distinct accounts; that is a mere matter of detail. Separate accounts of separate endowments would be right enough. Then we have some other special objections which I may go through shortly. Mr. Guiness appears to think that we want to depose the Clergy, which is a mistaken idea, and he also wishes to have the subject considered by the Synod. It has been considered by the Synod; but where he found in the Draft Scheme anything that deprived him of his position as patron of a National School, I cannot tell. The clause which he suggests in reference to National Schools, I think ought to be put in.

Dr. TRAILL.—It is in Clause 15.

1677. Then Rev. Dr. Hughes, Hon. Secretary of Fishamble Street Schools, objects to being brought within the Scheme at all. I have explained that so long as the Governing Body remains of that mind we can have nothing to do with their schools. Mr. Stoney has made a proposal that no school should be disposed of without the consent of the Select Vestry. But you must give some one authority to act, where the school is inefficient and the local body will do nothing, and I don't know that you can have a better safeguard than an appeal from the Board to the Diocesan Synod.

Rev. *W. Guinness.*—May I call attention to Clause 7?

1678. Lord Justice FITZGIBBON.—Dr. Traill says the clause you require is already inserted, and if it is not it will go in.

Dr. TRAILL.—Read Clause 15 and you will find you cannot be deprived of your position as manager by anything provided in this Scheme.

1679. Lord Justice FITZGIBBON.—That clause was arranged by the Commissioners of National Education and ourselves in the first year of our existence, and we insert it so as to prevent our Schemes from ever over-riding the rules of the National Board in every case. These are the objections on the paper, but it remains for me to call your attention to the absolute necessity of finding out what the property is with which the Scheme is to deal. Unless there are endowments to be brought in, it will be of little use. The object of this and of all similar Schemes, is to establish some sort of authority connected with the Church itself that will exercise wholesome control over education in the Diocese, not for the purpose of interfering with local management or local schools where efficient, but for the purpose of providing a system by which a better education may be given, and under which proper instruction, inspection, and examination in religious and secular education shall take place. In several cases we have been fortunate in having endowments to deal with which we could allocate to different branches of educational work. I need only refer again to Cork city as an excellent instance; there they had a number of endowments hampered by complicated or obsolete trusts which were all thrown into one Scheme; and with these and the supplementary funds which must be at the bottom of all, contributions from benevolent people, I believe the Scheme is working well. I have jotted down a few—and only a few—of the endowments that ought to be available for the systematic education of children belonging to the Church of Ireland in the city of Dublin, and they are quite beyond anything to be found in any other part of Ireland. You have the Blue Coat School with an income of about £4,000 a year, which, after careful consideration, we have held to be an exempt endowment exclusively belonging to the Church, and therefore capable of being brought either under the Diocesan Scheme, or worked in connection with it. Then there are Morgan's and Mercer's Schools at Castleknock, for boarding boys and girls, with endowments, I believe, exceeding £2,000 a year. Then you have Pleasant's Asylum, which has somewhere about £25,000 in the funds.

Rev Dr. *Hughes.*—It won't come in.

1680. None of these endowments can be forced in. I am only telling you of some of the moneys which you might apply systematically, under Church control, if you liked, and which belong exclusively to yourselves, and which are similarly situated to what other Dioceses have utilised. I see the pupils of Pleasant's Asylum frequently, you can count them, and form your own opinion whether the educational results correspond to the amount of the endowment. You have endowed schools in St. Catherine's, St. Thomas's, St. John's, and other parishes. For day pupils you have the Macklin Endowment. There are Schools and endowments attached to the parishes of St. Luke, St. Andrew, and St. Mark. If anyone takes up the Blue Books of 1858 or 1878 he will find them all there. These are all endowments for the education of Dublin boys and girls belonging to the Church of Ireland. They are all now—I won't say frittered away—but they are divided and broken up. They are managed by separate bodies. No uniform or general selection is made of the best candidates for assistance from them. Besides all these, there is another class of endowment which has become almost obsolete—the funds for apprenticing pupils under the old system. Love's Charity and Gardiner's Charity are among these, and I believe Stearne's Charity is another. Gardiner's Charity and Love's Charity are actually lumped together in order to bring the fees up to the requirements of the present time. That was a very good way of meeting one difficulty, but apprenticeship fees as compared with the modern system of advancing young people in life, are of partial benefit. If you had one general body, representing all the parishes, authorized to administer educational trusts systematically for the benefit of the members of the Church in Dublin, and if you would see from the Blue Books the vast amount of property that is in the hands of the members of the Church to be administered for educational purposes, you could see for yourselves whether that money is at present doing one quarter of the work that it might do. If you approach a Scheme of this sort with the fixed idea that every body who has charge of an endowment already would like to keep the management of it, and take that of his neighbour's endowment besides, but that nobody will let anyone else share the management of what he has, you can never come to any useful conclusion. The only practical course to adopt is that all those who have charge of endowments should meet and discuss and agree how far it is for the advantage of the Church that these endowments should be brought into a comprehensive Scheme, and administered by a responsible and representative body, according to a systematic plan. But this at least is clear. In the City of Dublin, and the districts connected with it, there is an amount of charitable property in the nature of educational

Jan. 10, 1893.

endowments, exclusively intended for the benefit of members of the Church of Ireland, infinitely greater in proportion to your numbers than that of other denominations, or in other localities, and the whole of it can be made available now with your own consent, in whatever way you may yourselves agree upon as most beneficial. I suppose our better course now would be to hear the views of those who are present upon the Draft Scheme, and then we will proceed to revise it, and if you will let us know with whom we are to communicate, we shall be glad to consult you as we proceed.

Rev. Dr. *Hughes.*—The consent of the Local Authority is required for each endowment?

1681. Yes, certainly.

Rev. Dr *Hughes.*—Then it is necessary that a copy of the Draft Scheme should be in his hands?

1682. Copies were sent to every one interested that we knew of.

Rev. Dr. *Tristram.*—Our body was only constituted at the late Synod, and yours has been working for some time.

Rev. Canon *Walsh.*—I think you should send out the Scheme.

1683. Lord Justice FitzGibbon.—As I have already stated, there is no difficulty about sending out the Scheme: when it is revised we shall be prepared to send it out again, but we must ask you to arrange that some one shall be authorized to correspond with our office on behalf of the Diocese.

Rev. *D. Anderson.*—Have the Commissioners power to alter a trust?

1684. We have power to alter any existing trusts, and where they are obsolete or not beneficial it is our duty to alter them. St. Patrick's Cathedral Charities had a great many trusts of that kind, and all these were dealt with in one Scheme, introducing such modifications as were found necessary.

The *Dean of the Chapel Royal.*—Of the Board constituted at the Synod, Dr. Tristram is secretary, and all communications should be made through him; but I do not think that every clergyman in the Diocese should express his opinion on the Scheme, for in a multitude of counsel there would be no safety—it would probably lead to confusion.

1685. There is no saving of time in not sending the revised Scheme out to the clergy. We have no authority to include any property in the Scheme unless we receive a consent in writing from the governing body. We treat the owners of the property, or the managers of the Schools, either one or the other, as being authorized to give the consent, but in every Diocese with which we have hitherto dealt, the getting in of these consents has been undertaken by some local committee or leading representative who corresponds with us.

Dr. Traill.—If you look at Clause 9, you will see that it provides that all endowments in any particular district must be applied to the Elementary Schools in that district. We don't prescribe in what proportion the money should be paid, we leave that to the Governing Body and the Synod. Here is the clause:—

"The Board shall apply all endowments for elementary education of or belonging to the Elementary Schools in each district, to the maintenance or aid of schools in such district, or otherwise for the educational benefit of pupils belonging to the same, so long as the Board shall be of opinion that such endowments can be beneficially so applied. If and whenever the Board shall report to the Diocesan Synod that any of the said endowments cannot be beneficially applied as aforesaid, the Diocesan Synod may direct that the same shall be applied elsewhere, or to any of the other purposes of this Scheme in accordance with the provisions thereof."

It is only in that case it is touched; but as long as the money in any parish can be used in that parish it must be used for the advantage and benefit of the children of that district. It was intended that every parish should subscribe something.

1686. Lord Justice FitzGibbon.—We have no power to divert any money from useful purposes to which it is devoted, but where the endowment is obsolete or subject to inconvenient restrictions, we have power to provide for its useful application.

Rev. Canon *Jellett.*—I happen to be trustee of certain institutions, and I do not wish to give up the intentions of the founders—I allude to Mercer's Schools.

Dr. Traill.—These would not be under the Scheme at all, unless you signed a consent.

Rev. Canon *Jellett.*—We are doing very well, and, therefore, I do not see why we should alter our constitution at all.

1687. Lord Justice FitzGibbon.—The reason I mentioned Mercer's School was because in the Meath and Cork Schemes similar endowments have been made available to provide exhibitions or free places for pupils selected from the Elementary Schools of the Diocese, and it is for those managing Mercer's Endowment to say whether it could not be more usefully administered in connection with the Diocesan Scheme. For example, Scholarships might be thrown open to competition among poor, deserving, and clever girls from the Dublin Parochial Schools. The Blue Coat Hospital is another old Church institution.

Mr. Justice O'Brien.—In cases where the endowment is vested in the Church Body, no consent is required except that of the Church Body.

The *Archdeacon of Dublin.*—It perhaps may be convenient if I try to arrive at an understanding of your observations upon the different points.

1688. Lord Justice FitzGibbon.—What do you say as to the first clause of the objections and amendments?

The *Archdeacon of Dublin.*—We are all agreed that, instead of two Schemes, all the endowments of the United Dioceses of Dublin, Glendalough, and Kildare shall be included in one Scheme.

1689. Very well. Clause 2?

The *Archdeacon of Dublin.*—We would prefer that the managing body should be one to take care of the property. But I pass over that.

1690. Dr. Traill.—Just consider the difficulty that would arise in having the country districts managed differently from the city!

The *Archdeacon of Dublin.*—The Joint Body would have to bring any matter before the Joint Synod.

1691. Do you wish the separate bodies to be independent?

The *Archdeacon of Dublin.*—Absolutely independent of each other for the purposes for which they are appointed. We have separate Synods for the three united Dioceses, but they meet as one joint Synod for financial and educational matters. No. 3—there has been a misprint or misunderstanding about. I am expressing my own opinion only when I say the corporate body should consist of (*a*) *ex-officio* governors; (*b*) elected city governors; (*c*) elected county governors and governors of charities; (*d*) co-opted governors, and one governor from each of the parishes included. With regard to the *ex-officio* governors, we substitute the Archdeacons of Glendalough and Kildare for the Dean of St. Patrick's and the Dean of Christ Church, who are not diocesan officers, and as there is a Dean for each Diocese that brings the three Dioceses working well together. As regards numbers, my own impression is that it would be a very good plan if a power is given in this Scheme for these bodies—which I think are not much larger than would be expected by the Diocese with a view to representation—to appoint sub-committees like the Diocesan Council.

1692. You have that power in the Scheme already.

The *Archdeacon of Dublin.*—That would meet the objection if the body was found too large to work.

1693. Lord Justice FitzGibbon.—You can appoint a standing committee of a certain number with power to act for the Board.

The *Archdeacon of Dublin.*—Then Clause 4 is practically granted; Clause 5 also stands. With regard to the next Clause—"Each Local Board"—that is a vague expression.

1694. Dr. TRAILL.—What do you say to Clause 5?

The *Archdeacon of Dublin.*—I mean the whole area of the city and country. We make no objection to Clause 6, but I should wish it to be worded "the City and Country Boards respectively." Then as to the close of that Clause I can only say that Dr. Stoney's views are largely adopted with reference to it.

1695. Lord Justice FITZGIBBON.—Could we go further in this direction than the existing Scheme goes? We must give the power to the Board.

The *Archdeacon of Dublin.*—The majority of the Board agree with Dr. Stoney.

1696. We can only say that the Board shall not exercise its power until certain conditions are fulfilled. What do you say, Dr. Stoney?

Rev. Dr. *Stoney.*—I do not like to interfere too much, but I am anxious that a parish should not have any matter sprung on it, as I understand it, if the Diocesan Board say that a certain school is not wanted that school must be taken away, if it is brought forward in the next Synod, and when passed by the Synod, there is an end to the school.

1697. Lord Justice FITZGIBBON.—There must be procedure beforehand. It must first be discussed before the Board, and afterwards carried at the next annual meeting of the Diocesan Synod.

Rev. Dr. *Stoney.*—Suppose it was settled by this Board that the school should go and the matter was brought up at the next Synod and there was no one there to speak against it, the motion would be passed and the school would be closed. What I want is that there should be a year's grace given to think about it.

1698. Dr. TRAILL.—There is a year given, for it cannot be done until the next annual meeting of the Synod.

Rev. Dr. *Stoney.*—But they might not know it was coming forward.

1699. Read the last part of Clause 15 in the Scheme.

Rev. Dr. *Stoney.*—But that might be all done without the parish knowing any thing about it; the Diocesan Council may say we will not wait a year.

1700. Lord Justice FITZGIBBON.—Notice must be given to every party affected; then it must go before the Synod on notice, and if it is said to be brought before the Synod too hurriedly an adjournment may be asked.

Rev. Dr. *Stoney.*—Take it that my schools were to be closed, and that I got up in the Synod and said the recommendation ought not to pass, then that your lordship and the Archdeacon spoke in favour of the recommendation, my voice would carry no weight at all.

1701. Mr. Justice O'BRIEN.—How would it carry weight in twelve months after?

Dr. TRAILL.—In the Down Scheme we have this clause, and it may answer you. [Reads Clause 13.]

"National Schools, respectively, the Board, with the consent of the local school authority or authorities concerned, may discontinue any Elementary School or Schools, or may remove any Elementary School or Schools to some more convenient site or sites; or they may provide for the use of different schools for different kinds of education, or by different classes of pupils, as to the Board may seem most advantageous for the promotion of education in the Dioceses. Upon any such discontinuance, or removal, or amalgamation as aforesaid, the vacated buildings and premises may be appropriated for such of the purposes of this Scheme as the Board may deem expedient, or may be sold, let, or otherwise disposed of, to the best advantage, and whenever any Elementary School shall, in the opinion of the Board, have ceased to be in efficient operation, the Board, subject to the provisions hereinafter contained, may dispose of the site, buildings, and other endowments thereof, and may apply the same, or the produce thereof, for such of the purposes of this Scheme as they shall think fit, or may permit buildings no longer required as schoolhouses to be used for other parochial uses or purposes; subject in every case, as to any school buildings, endowments, or property vested in the Board by a private donor or trustee, to any rights of re-entry by the donor or trustee, or his representatives, which may exist or be agreed upon in each case. Provided that no step shall be taken to dispose of the site, buildings, or endowments of any such school until two months after the decision of the Board declaring such school not to be in efficient operation; and if within that period an appeal against such decision shall be made to the Diocesan Synod by the manager, managers, or other governing bodies of such school, and notice of such appeal shall be transmitted to the Board, no step as aforesaid shall be taken unless and until the decision of the Board shall have been confirmed by the Diocesan Synod. Provided also that, before proceeding to dispose of the endowments of any school existing at the date of this Scheme, the Board shall give public notice of their intention to do so, and if any person shall object to the proposed disposition within three months after such public notice, the Board shall not proceed to carry out their intention unless and until the same shall have been sanctioned by the Diocesan Synod, and approved by the Representative Church Body."

Will that clause satisfy you? That goes further than the present Scheme.

Rev. Dr. *Stoney.*—I think that will do.

The *Archdeacon of Dublin.*—No. 7 is right. I do not see how No. 8 is possible.

1702. Lord Justice FITZGIBBON.—Beyond those safeguards we cannot go.

The *Archdeacon of Dublin.*—I think we must accept that clause, No. 9 I think goes with No. 8.

1703. It is met by adopting the Down clause on No. 6.

The *Archdeacon of Dublin.*—No. 10 provides for giving power to each Local Board to establish large central or district schools. The object was to get rid of what we felt to be compulsion upon them in every case to establish a District School.

Dr. TRAILL.—We meet your difficulty at Clause 18 by putting in "may" instead of "shall."

1704. Lord Justice FITZGIBBON.—Can any one here say whether the Ralph Macklin Governors will come into this Scheme?

The *Dean of the Chapel Royal.*—I am not in a position to say. You have six persons included in the Schedule, not one of whom is a Governor.

1705. District Schools cannot be established unless you have some endowment. If the Ralph Macklin Endowment comes into the Scheme it would be reasonable to make it the foundation for a District School for the south side of Dublin. There is no other endowment that I know of that would suit better. There is no use in defining the districts until you have an endowment, and I think we might put down this one for the District School for the south side of the city, and give the Board power to establish other schools as endowments might be found available.

The *Dean of the Chapel Royal.*—Mr. Beauchamp was here a while ago. The curate of St. Andrew's and others were made Governors, but I never have been a Governor of the School although I largely help them partly at my own expense, and partly by contributions. I was associated with the management although I had nothing to do with it, by being Rector of the Parish. The whole thing is anomalous now, for it is a Primary School in a place where it is not wanted, and is just in the place where an Intermediate School would be very useful for the benefit of the more promising pupils.

1706. I think we had better leave this question open. If we cannot use the Ralph Macklin Endowment, there is no endowment immediately available for a District School at all; but if it is included in the Scheme, it would be right to say that it should be the endowment of the District School for the south side of the city.

Rev. *A. L. Elliott.*—We represent the West of Dublin, and we feel strongly that the Ralph Macklin Endowment should be left for the poor of

Jan. 19, 1893

Dublin generally. We also think that it should be left to the Board to decide, without any prejudice, where an Intermediate School is to be placed.

1707. We are now only trying to suggest the most useful way of employing this property, if we can get the consent of those who have power to withhold it.

Rev. Mr. *Elliott.*—We are satisfied if the endow- is not interfered with.

1708. We have no power to bring it into the Scheme without the consent of the Governing Body. It is clearly an endowment for a school that should be open to pupils of all denominations, who are willing to attend a school under a strictly denominational governing body.

The *Dean of the Chapel Royal.*—It is a National School now.

1709. It is now established in buildings originally intended for the parish school of St. Anne's. At the time it was established there, the schools in Kildare Place were down in the world, but now not only children from that neighbourhood, but from long distances, go to the Kildare Place Schools, so that you have two National Schools under Church management within a stone's throw of each other.

The *Dean of the Chapel Royal.*—I could not ask my people to support it as a purely Elementary School on that account. It would be a suitable place for an Intermediate School. St. Catherine's Parish is the last that ought to claim it, and I think that this would be a good place for a central District School.

1710. Dr. TRAILL.—Do you think the district as defined by us would suit?

The *Dean of the Chapel Royal.*—I think it would. If I was convinced there was any better site, I would certainly give way.

1711. Lord Justice FITZGIBBON.—The school building is good, and if we can secure it for a District School, it would be very useful. Let the Board decide the other questions afterwards. We desire to do what the Christian Brothers and the Presbyterians are doing so efficiently—to provide the poor Church of Ireland children with better schools. If ever there was an opportunity of aiding in this respect, it is by using the Ralph Macklin Endowment to give poor and promising Church children a better start in life, and to enable them to compete on more favourable terms with the children of other denominations.

Rev. Dr. *Walsh.*—The Board should have some command over it for Intermediate Education.

1712. Dr. TRAILL.—Read Clause 14.

Rev. Dr. *Walsh.*—You, to some extent, prejudge the question.

1713. Lord Justice FITZGIBBON.—Do you want a provision that the Ralph Macklin Endowment shall still be spent on elementary education?

Rev. Dr. *Walsh.*—I do not care for the machinery as provided. I would like to have the interests of the poor more generally looked after.

1714. Our experience and information lead us to believe that it is not desirable to expend endowments on attempts to maintain Intermediate Schools for poor children only. No school of that sort could be a good school. It would in the first place require more money. In the Christian Brothers' Intermediate Schools, the great bulk of the pupils pay substantial fees, and the Brothers, by means of these fees, are able to bring in clever boys who are not able to pay, and to teach them with the others. You should do the same here. If a clever boy, say from the parish of St. Catherine, was selected to get a free education in a District School, no one would think of keeping him out of Ralph Macklin's School. On the other hand, if you remove that School from a part of the city where there is a considerable number of boys who pay, and place it in a poor district, the only result will be that you will lose the paying pupils, and reduce the means of providing good teaching for the non-paying ones.

The *Archdeacon of Dublin.*—I believe if you establish an Intermediate School for poor children only it will be a failure in pecuniary resources, and will afford a bad training for boys.

Rev. Dr. *Walsh.*—You are putting an argument into my mouth which I did not use. We do not propose that the Intermediate School, at which the education was to be given, should be for poor pupils only; but we urge that the Ralph Macklin Endowment should be used for poor children.

1715. Lord Justice FITZGIBBON.—It certainly should, but let me give you a fact to show how the object is to be attained. The other day we held an inquiry about Rathmines Township Schools, which are in a locality most thickly peopled with middle class Protestants. They have only from 40 to 50 children attending the school. We asked where the bulk of the township children are now going to school, and we were told that the largest number go to the Model School, in Kildare Place, where the best education is afforded. If you use Ralph Macklin's Endowment to maintain a good Intermediate School, and give selected poor pupils the benefit of it, they will come as far to it, and you will apply the Endowment to what it is most required for.

The *Dean of the Chapel Royal.*—It might be easy to persuade these Governors to keep up a school; but it would be more difficult to induce them to hand over this Endowment to another body. It cannot be done without their consent, and I don't think they will consent.

Dr TRAILL.—Dr Walsh appears to apprehend that the fund would be used for all the districts, but that was not the intention.

Rev. Canon *Scott.*—I would like to know whether you approve of the recommendation to have the Governers elected from the districts?

Rev Dr. *Walsh.*—The Committee who presented the report were unanimous in favour of the Scheme of election which we laid before you, for this reason among others, that it so happens that some districts have not much educational ability in them while other districts take a special interest in the work of education.

1716. Dr. TRAILL.—How will you meet the second class of difficulty?

Rev. Dr. *Walsh.*—The existing Education Board numbers 32, and the difference between that and 44 is not very great. It is very desirable that a large number should have office. As I have said, the Education Board, as it at present exists, numbers 32, and the Incorporated Society numbers 100, and it does its work well.

1717. Lord Justice FITZGIBBON. — It appoints a committee of 15 to do the work.

Rev. Canon *Scott.*—There are 13 parishes, and two representatives are from the parish of St. George.

The *Archdeacon of Dublin.*—When I made a final effort to get something done, I wrote to the Diocese of Cork to ask for information about their numbers, and I got the kind of information that Lord Justice FitzGibbon has given us; but I got one warning—to do all I can to avoid local election of representatives.

Rev. Canon *Scott.*—Page 7, Clause 2.—We are of opinion that the election should be from the district.

The *Archdeacon of Dublin.*—We consider that elections are really provided for.

1718. Dr. TRAILL.—The Local School Committee consist of one clergyman, one lay man, and five others.

The *Archdeacon of Dublin.*—We do not object to that, what we do object to is its being in the power of the Board to appoint a Local Committee in a single parish.

1719. That would be a parish outside the Scheme.

Lord Justice FITZGIBBON.—One of the functions of each local school committee will be to select from their own district a couple of members for the central body.

1720. Dr. TRAILL.—Do you object to Clause twenty-five?

The *Archdeacon of Dublin.*—I don't object to that, that is not appointing a separate government; Clause thirteen is right, fourteen is right, and fifteen and sixteen will be made right by putting "pupils" instead of "boys," and two years ought to be put in.

1721. Lord Justice FITZGIBBON.—Two will be enough?

The *Archdeacon of Dublin.*—Yes, that will do. The last clause the Lord Justice was inclined to make more liberally worded than it is at present.

1722. Dr. TRAILL.—You want to dispense with the Board of Religious Education altogether?

The *Archdeacon of Dublin.*—Yes, and to leave it in their own power to raise money for expenses.

Mr. *Wakely.*—I appear for the trustees of Love's Charity. They object to be included in the general scheme, but they wish to have a separate scheme, and they submit a draft scheme. At the time the application was before you it appeared that the Charity was not doing its full work, and was not as useful as it ought to be. The reason was the Love Charity Scheme of 1874 only enabled fees of £10 each to be given, and that was not sufficient, but at the present time the funds of the charity are being used to their full extent, and they are paying now about £368 a year.

Lord Justice FITZGIBBON.—Has your attention been called to a letter from this Commission dated June 29 last?

Mr. *Wakely.*—No.

[Letter read, stating willingness of Commission, if required, to frame a separate scheme for Gardiner's and Love's Charities].

Mr. *Dix* (Solicitor for the Love Trustees)—I never heard of it before.

Lord Justice FITZGIBBON.—We sent it to the Dean of Christ Church.

Mr. *Wakely.*—They would have no objection to be joined with Gardiner's Charity.

1723. Lord Justice FITZGIBBON.—Would it not be very much better that these two Church funds should be connected with the administration of the general Scheme?

Mr. *Wakely.*—One of the proposed trusts is to provide fees for apprentices and another is for scholarships, but the trustees consider that the first intention was the apprenticeship fees. It is a most useful trust for there are many boys and girls who are not very good scholars but who often turn out good tradesmen and tradeswomen, and by having a separate scheme for them you best administer the funds of the charity.

1724. The only question is whether it would not be wiser to administer the funds in connection with the general education of the diocese, keeping the trusts as they are, and reserving both Gardiner's and Love's endowments for the advancement of pupils of the parochial and district schools, whether by the payment of apprenticeship fees or fees for training colleges or advancement in other ways. These £10 fees for apprentices are of very little use.

Mr *Wakely.*—In section 21 it is proposed that they should go to £30 for boys and £20 for girls. Some of this property is land, and they have no power to sell it.

1725. What is the present constitution of Love's Charity?

Mr. *Wakely.*—There are two trustees.

1726. And what is the constitution of Gardiner's?

Mr. *Wakely.*—It is managed under the Board of Charitable Donations and Bequests. At page 3 of the Scheme it says

"The annual produce thereof is now administered by the Rev. Samuel Carlile Hughes, LL.D, by the authority and under the supervision of the Commissioners of Charitable Donations and Bequests, in whom the property representing the said bequest is now vested."

1727. This represents £4,500, and between land and Consols you have in the two endowments £380 a year, and it seems to be managed at an expense of £13?

Mr. *Dix.*—There is no paid secretary or officer of that kind—only the agent who receives the rent.

The *Dean of the Chapel Royal.*—We have a great deal of other business to attend to, and I think what Lord Justice FitzGibbon said would be a very good suggestion if they would place the money at the disposal of the Board to be spent either on apprenticing to trades or on fees for a training college or Intermediate School: that would carry out the spirit of the bequest.

1728. Lord Justice FITZGIBBON.—The best modes of advancement have changed very much since these endowments were given; £10 at that period would provide a boy with an apprenticeship for three years, but you cannot get it now, and there are now many trades in which they won't take apprentices at all.

Dr. TRAILL.—Look at Clause 18.

1729. Lord Justice FITZGIBBON.—I don't think Mr. Wakely would object to the power being given to the trustees, keeping them as a separate Governing Body.

Mr. *Wakely.*—The trustees propose that the Governing Body should be a corporation of six.

1730. Is that for the two funds?

Mr. *Wakely.*—That is for Love's; but they won't object to being joined with Gardiner's.

Mr. *Dix.*—We are satisfied if the two boards are united.

Mr. *Wakely.*—The trustees think the smaller body of six would manage the fees best.

1731. Lord Justice FITZGIBBON.—We will have no objection to stating that in the separate scheme they shall give due consideration to providing apprentice fees, so far as advisable.

Dr. TRAILL.—The Governors of Gardiner's Charity are three official persons.

Mr. *Wakely.*—The funds are in the hands of the Board of Charitable Donations and Bequests, and are administered by the Rev. Mr. Hughes.

1732. Lord Justice FITZGIBBON.—He has no authority. He only sends up recommendations which the Commissioners need not adopt if they do not like.

Mr. *Wakely.*—I am only appearing for the trustees of the Love Charity, and they have no objection to be joined to Gardiner's Charity.

1733. Love's Charity we can only act upon by consent. Gardiner's Charity is in the hands of the Commissioners of Charitable Donations and Bequests, and we can deal with that as Church property. The question therefore is whether we ought to put Gardiner's Charity alone into the Diocesan Scheme, or put it into a separate Scheme with Love's Charity. Will Mr. Dix, who has the confidence of all sides, communicate with the Secretary of the Diocesan Committee, and send us the result?

Mr. *Dix.*—I am acting on the instructions of my client, and he has strong opinions about it, and I could not commit him by attending any meeting of the kind.

1734. Can you not discuss the question with the Committee of which Mr. Tristram is the Secretary? Even though you insist on keeping the thing in your own hands, you may see some way by which your governors can aid this Scheme, by giving benefits to pupils of the Diocesan Schools.

Mr. *Dix.*—A separate body would work our Scheme more efficiently.

Mr. *Wakely.*—My clients feel very much in reference to the apprenticeship fees—that there are many children who, though they might not happen to be good scholars, turn out to be first class tradesmen.

Dr. TRAILL.—You will find that boys of the tradescraft turn out good scholars in a couple of years.

1735. Lord Justice FITZGIBBON.—We can do no more than make the suggestion that you should meet one another and discuss the matter. We are perfectly satisfied to join the Love and Gardiner's Charities

Jan. 10, 1893.

under one body, the only question is whether it is to be separate from the Diocesan one. If you insist on it, we shall be quite willing to give you a separate Scheme, and a separate governing body for these two funds, and if at the same time you can agree to the suggestions about scholarships for deserving pupils from the Diocesan Schools, we will carry out your wishes.

Rev. Dr. *Tristram.*—With regard to the mode of election, are we competent to take that question into consideration?

1736. Lord Justice FitzGibbon.—You can discuss the whole question.

Rev. Dr. *Walsh.*—We are all strongly against district elections.

1737. However elected or formed, the Board must be a body qualified to take up all the work now done by the Diocesan Board of Religious Education. Dr. Traill has this Scheme in his hands, and will go through the details, and we shall all try to make it a workable scheme. We will revise it, and then send it out to everybody concerned. You may then keep it for a short time and consider it, and send us what you have to say upon it. But you must charge someone with the duty of getting in the consents. That is an absolutely necessary thing. We cannot do it, and the promotion of this Dublin Scheme has been very much neglected all through. You must get it out of your heads that the Commission is promoting the Scheme, you must work it up for yourselves. We are only doing our best to frame it effectively for those who want it. You should all do your best to get in the consents—do you understand?

The *Archdeacon of Dublin.*—We do, and we greatly appreciate your kind efforts.

1738. Lord Justice FitzGibbon.—We thank you all; but we can do nothing unless you help us.

The Inquiry then terminated.

March 29, 1893.

PUBLIC SITTING—WEDNESDAY, MARCH 29, 1893,

At the Courthouse, Monaghan.

Present:—Anthony Traill, Esq., M.D., LL.D., F.T.C.D., and Rev. H. B. Wilson, D.D., Assistant Commissioners.

The Assistant Secretary, F. Redmond, B.A., was in attendance.

JACKSON'S SCHOOLS, MONAGHAN.

W. Martin, Esq., Solicitor, appeared for the Incumbent and Churchwardens of Monaghan.

1739. Dr. Traill.—I should state in the first instance the reason why we have come here at so late a period during the existence of the Commission. Our time as a Commission has been greatly taken up in the last year with more important and pressing business; but the month of March, the end of which we are now so near, is the last month in which Parliamentary powers are granted to our Commission. Our powers expire on the 31st of March for any new business; after that we can only finish up the business that has been already taken in hand by the Commission. We will complete that within the present year, and then the Commission closes for good. Therefore it is that we have been, I may say, ruling the books in the last month, and looking up all the cases that we have from pressure of time or otherwise omitted up to this. Jackson's Schools, Monaghan, is one of those few cases we were unable to reach before. We are holding the Inquiry to-day to see how far it is necessary to devise any scheme before the Commission winds up, and, by holding the Inquiry now within the month of March, we are able to bring it within the list of Schemes, that we will be able to publish, if necessary, and finish within the present year. With these introductory remarks I will just mention the origin and nature of this Endowment, and then we will examine such witnesses as can give us information as to the present condition of the School, and take the suggestions of any member of the public interested in the matter, so far as to give us any suggestion as to drawing up a Scheme for its future management. This property and Endowment dates from a will of Mr. Richard Jackson of 1834. I will read the parts of the will that have reference to this School. He first of all leaves and bequeaths to his wife certain property, then in trust, during her natural life, the lands commonly called Tirfinog and Aughentammon, in the parish of Monaghan, for the following purposes:—

"That is to say, twenty-two pounds three shillings sterling year and yearly to be paid to the Schoolmaster that teaches my Education School in Monaghan, and four pounds thirteen shillings sterling yearly for stationery for said School. I also leave and bequeath to the Mistress that teaches my Work School the sum of sixteen pounds twelve shillings and threepence sterling yearly, to be paid out of said lands called Terfinog and Aughentammon. I also leave and bequeath to my Widow's House the sum of twenty-five pounds nineteen shillings sterling yearly, to be paid out of said lands of Terfinog and Aughentammon, to be paid to six poor widows. I also leave and bequeath to the poor of the Parish of Monaghan the sum of fifteen pounds sterling yearly, to be paid out of said lands of Terfinog and Aughentammon, which said five sums make eighty-four pounds seven shillings and threepence sterling yearly, to be paid to the said five charitable purposes out of said lands of Terfinog and Aughentammon for ever."

Part of those are Non-Educational Endowments, but where they are mixed Educational and Non-Educational we can still deal with them.

"And my will is when there is more than the said sum of eighty-four pounds seven shillings and threepence sterling yearly paid out of said lands of Terfinog and Aughentammon, together with one shilling in the pound for agent's fees for receiving and managing the rents of the said lands, the increase is to be paid into the Monaghan Saving Bank, to keep always a sum to the good for repairing said Schools and Widow's House from time to time hereafter, and my will is that my said wife is to have full power during her said lifetime to manage the said five Charitable Institutions as she may think fit, and my will is after the death of my said wife, the said lands are for ever after to be vested in trust in the hands of the Rector and Churchwardens of the parish of Monaghan for the

time being, for the said five charitable uses for ever, and my will is that the said Rector and Churchwardens for the time being will have a liberty of making from time to time hereafter lease or leases."

And so on. One thing that makes it necessary for us to hold an inquiry here, and to publish a Scheme with regard to an endowment of this kind is, that, although this will was made in 1834, when the Church was established, and the Minister and Churchwardens were a Corporation, who could hold property, yet since the Disestablishment of the Church the Rector and Churchwardens no longer are a Corporation, therefore, property no longer vests in them. The title to property which, vested at the time of the Disestablishment in the Rector and Churchwardens, would now be found in the personal representative of the last survivor of those three persons. Therefore, in one sense, the property becomes derelict owing to the Disestablishment. I will follow the rest of the will,

"And my will is that my said Trustees hereafter shall be careful in filling up the appointments of Teachers to my said Schools, as they are to be chosen from time to time hereafter out of the members of the Primitive Westlian Society that is in connection with the Society that holds the Premetive Westlian Preaching-house, Great Georges-street, South, Dublin, and that the Schoolmaster must be always a leader in said Society, or he can not be Schoolmaster to my said School; my will is that when a vacancy shall take place, from time to time hereafter in the work School, the Mistress that shall be appointed hereafter, must always be a member of the said Premitive Westlian Meathedest Society, as already mentioned, as none others can draw the allowance for eather Schools, and my will is that the Rector and Churchwardens for the time being fill up the vacancys of schollers in either Schools, but subject to the rules I maid for said Schools, and my will is that they Leaders and Preachers that the town of Monaghan makes a part of the sircut of the Premetive Westlian Society shall have the filing up of the vacancys as may occour in my said Widows' House, stil subject to the rules I have made for its government, said six widows each shall receve weekly twenty pence each."

Signed and sealed. Now you see that another complication has arisen with regard to that, and, if there is anyone to give us any particular information with regard to the Primitive Wesleyans, in this district, we shall be very glad to get it; but my present impression is, the Primitive Wesleyans, as a separate body, have disappeared since the time of the Disestablishment of the Church, because we are aware that a number of their ministers went over to the Wesleyan Methodists, and a number of their laity went over to the Church of Ireland, so if there is any body called the Primitive Wesleyan Methodists now, we should be glad to hear them, and to know if they have anything to say with regard to the carrying out of this trust in connection with their Society. The other will is the will of Margaret Jackson, and her will was also proved in 1844, so she must have died very shortly after her husband. She leaves and bequeaths to the poor of the parishes of Monaghan and Clontibret, the sum of fifteen pounds, per annum, each year, and yearly for ever, to be paid into the hands of the Ministers and Churchwardens of each parish respectively. Is the minister of the parish of Clontibret here?

Rev. *R. S. O'Loughlin*, D.D.—No, he is not.

1740. Dr. TRAILL.—Who is he?

Dr. *O'Loughlin*.—Mr. Bury.

1741. I don't see that there is anything educational up to this in her will, and she bequeaths—

"To the six widows in my Almshouse, and their successors from time to time, for ever, the sum of six pounds per annum, to assist in providing clothing for them. I also leave and bequeath the sum of five pounds per annum, year and yearly for ever, to each of the two Schools endowed by my dear husband, and which I direct shall be applied by my executors herein named in making further repairs which may from time to time be found wanting or necessary."

Is there a second School that was endowed by her husband?

Dr. *O'Loughlin*.—The one was a work School, and the other was a School for literary purposes, and they were amalgamated. *March 29, 1893.*

1742. She makes a codicil,—

"After the execution of my will, which I entirely approve of, I leave and bequeath to the Rector, Curate, and Churchwardens of the parish of Monaghan, and their successors for the time being, for ever, the sum of five hundred pounds sterling, and the sum of three hundred pounds sterling, both said sums to be given out separately, on interest upon approved securities, in the names of the said Rector, Curate and Churchwardens."

Have you a Curate?

Dr. *O'Loughlin*.—Yes.

1743. —

"And I will and direct that unless the same be vested in Government security, that the said two sums, or any part theroof, shall not be given out on private secureties, without first obtaining the full approbation and consent of at least the majority of the Governors of the County Infirmary, and of the said Rector, Curate, and Churchwardens of said parish. And I will and direct that the interest half-yearly, of the said two sums of five hundred pounds and three hundred pounds, be received by the said Rector, Curate, and Churchwardens, and their successors, for the time being for ever, whose receipt and discharge alone shall be sufficient for the same, and further that the interest half-yearly of the said sum of five hundred pounds be by them paid unto the Mendicity Fund, and that they shall attend and see the same distributed properly, on every the Saturdays preceding Easter and Christmas, among the most deserving poor within the Corporation of Monaghan, and not resident therein less than five years, at such distribution. And with regard to the interest of the said sum of three hundred pounds I also will and direct that the same shall half-yearly be received by the said Rector, Curate, and Churchwardens of said parish, and their successors for the time being for ever, whose receipt alone shall be a sufficient discharge for the same, and that when so received by them I order and direct that they shall, on the Saturdays preceding Easter and Christmas, distribute the same amongst the poor housekeepers only living within the said Corporation of Monaghan, and who shall not be then receiving aid from the Mendicity Fund, or on the list for the purpose, and who may be at the time of such distribution, resident in said Corporation of Monaghan, five years at least, and so to continue the distribution of the interest of both these sums of five hundred pounds and three hundred pounds for ever, and not otherwise, on any account whatsoever."

Then she bequeaths different sums to different persons, Moffits, Adamses, the Church Missionary Society, and the Hibernian Bible Society.

"And I hereby charge all the before mentioned bequests and legacies in this my codicil to my will, in like manner as I have by my said will, upon all my freehold and other properties, from which I order and direct the same may be paid."

So there is nothing educational in her will except £5 per annum to each of the Schools. Dr. Wilson and I visited the Schools this morning, of course it is Easter vacation and there was nothing to see except the empty schoolroom and the buildings, which don't appear to be in a very good state of repair; we did not visit the Widows Houses because it is not a part of our business.

Dr. *O'Loughlin*.—Perhaps it would be better for me to tell you there are no widows actually in residence at present.

Rev. *Robert Orr*.—I appear as representing the Wesleyan Methodists.

Dr. TRAILL.—Very well, sir; we will take your statement afterwards.

Mr. *W. Martin*, solicitor.—I appear professionally for the Rector and Church wardens, and, I respectfully submit in the first place that you have no power to go into this charity at all; and even if you had the power, there is no necessity for your interference. Of course I respectfully submit these matters in the first instance, and, subject to that, the Rector is here prepared to give you every information.

1744. Dr. TRAILL.—What is your point about our jurisdiction?

March 29, 1893.

Mr. *Martin.*—Well, on the face of it, as you have already mentioned, it is a mixed charity. Of course, that would not in itself, as I know, prevent your interference, but it is a mixed charity. As you have already said, sir, the Church Act has an important bearing upon the position of Rector and Churchwardens as a Corporation, and that you mentioned as a necessity for your interfering with regard to the management of these schools, but that would not assist the Rector or Churchwardens in any way in recovering the the rents of these premises, because a large portion of the lands are devoted to other purposes outside the endowment, therefore if they are in any difficulty, they would be in precisely the same difficulty after you were done as they are in now, if they are in any, which I don't think they are, so that it would not be any assistance to them whatever your forming a Scheme under your powers.

1745. Dr. TRAILL.—Do I understand you to say that you are still of opinion that the Rector and Churchwardens are a Corporation?

Mr. *Martin.*—No, I don't say they are.

1746. In what way do you contend they hold this property at present?

Mr. *Martin.*—I am just about to state it. After these wills were made, until the passing of the Church Act, of course, there could be no question. After the passing of the Church Act a number of difficulties arose, as well as the effect that it had on their position as a corporation, and it was necessary that proceedings should be taken for several purposes, one was with regard to the amalgamation of the Schools; it was contemplated by the will that there should be a master and mistress, the salaries that were allowed for them turned out in the present day to be such as would induce nobody that could be trusted with the teaching of children to take them; therefore, it was necessary to submit a Scheme to the Court of Chancery, and necessary for the purpose of having this will altered.

1747. That is very important, have you got that Scheme?

Mr. *Martin.*—I have that Scheme here (*produced*), and that is the reason why I think it would be unnecessary for you to enter into it. The Scheme was made on 19th February, 1877.

1748. I had better read it:—

"1st.—The Charity shall be called Richard Jackson's Monaghan Charitable School.

"2nd.—The managers of the said Charity shall be the Incumbent for the time being of the Church of Ireland of the parish of Monaghan, and the Church Wardens of the Church of Ireland for the time being of the said parish.

"3rd.—The trustee or trustees for the time being of the will of the said Richard Jackson shall every year pay into the credit of the Commissioners of Charitable Donations and Bequests, in the Bank of Ireland, the said several annuities of £22 3*s.*, £4 13*s.*, and £16 12*s.* 3*d.*

"4th. The Commissioners shall transmit the said sums, amounting to £43 8*s.* 3*d.*, to the managers, £38 15*s.* 3*d.* thereof to be applied by them in payment of a schoolmaster or mistress for the said school, and £4 13*s.* in payment of stationery for the same.

"5th. The said managers shall have the care, management, superintendence, and control of the said School, and they shall have power to appoint either a master or mistress of the said School, as they shall think most expedient, and they shall have the nomination and removal of such master or mistress, and of the pupils thereof.

"6th. In the first instance, and on every vacancy in the office of master or mistress in the said School, the managers shall cause one or more advertisements in the public papers to be published and circulated, giving notice of the vacant office at the said salary of £38 15*s.* 3*d.*, and that candidates are to forward testimonials to the Manager at Monaghan by a fixed day to be named in said advertisements.

"7th. If the Managers can provide a competent schoolmaster or schoolmistress, as they may think most expedient, from amongst the members of the Primitive Wesleyan Methodist Society, such person shall be appointed by the Managers, but if no such competent person can be procured from the members of such Society, then the Managers shall have power to appoint such other person as they may think fit. The Managers shall be the Incumbent and the Churchwardens."

Is your contention that the difficulty that I have mentioned about the corporation *sole* having been destroyed by the Church Act, has now been got over by the Chancery Scheme?

Mr. *Martin.*—Quite so.

1749. Well, that is a good point so far.

Mr. *Martin.*—The other point is, that even supposing you found it necessary to form a scheme, I think you would very probably adopt that scheme as a whole, as it is there, because I don't see that it could very well be altered, having regard to the terms of the will. In case you adopt a scheme you would have no power to change the trustees because they are definitely fixed by the will, and also by that Scheme of the Vice-Chancellor. The school at present is under the management of the National Board, which contributes to its assistance; they pay a yearly salary; the teacher is properly qualified under the Board, and the Rector of the Parish is the Manager of the School.

1750. Were you not aware of this Chancery Scheme when you wrote?

Dr. *O'Loughlin.*—Oh, yes.

1751. Why did you not send it up?

Dr. *O'Loughlin.*—All I got was a notice that you were coming down.

1752. There were previous letters sent backwards and forwards.

Dr. *O'Loughlin.*—There was one previous letter sent to me asking for the number of children on the roll.

1753. There are two reports here dealing with this School. The first is the report of 1858, which represents the School in a wretched state, but that was under the old system.

Dr. *O'Loughlin.*—Yes, at that time there was a schoolmaster and mistress, the schoolmaster was receiving £20, and the mistress £10.

1754. He seems to have defied everybody, both the Inspector of the Church Education Society and the Rector, and to have kept the place in the most inefficient state.

"Mr. Moffatt himself, whose duty it is to visit the school in his two-fold character of trustee and clerical superintendent under the Church Education Society, has for a long time past discontinued his visits owing to the hostility of the master. The school suffers, as a matter of course, from the absence of the rector, although I believe that under the present master, no frequency of visits or severity of inspection could avail to make the school useful."

That was in 1856. Then the curious thing is that though you have a Chancery Scheme in 1877, here is a report of 1880:—

"This is an ordinary National School, and the children answered as well as they usually do in those schools. The premises consist of two schoolrooms, one of which is in use and the other fitted up as a Bible Class room, &c., connected with the parish, and a house in which four poor old women used to be lodged, which is now vacant. The privies connected with the school are in very bad repair. There were forty-five pupils present.

They mention nothing about the Chancery Scheme here. With regard to the question you have raised as to our jurisdiction; in order that any Endowment should be exempt the Governing Body should be exclusively of one denomination, and the persons for whose benefit it is intended should be exclusively of the same denomination. So far as your trustees under the will are concerned there is no doubt that they were persons of one denomination, but then it is complicated in a very curious way, because in the application of the Endowment another body comes in called the Primitive Wesleyan Methodists, and so far as their interests are concerned the Endowment would not be exempt, however, practically, it does not make any difference, because, without prejudging the whole matter, it is not the least probable or almost possible

that we are going to change the trustees, we have no intention of doing that as far as I know.

Rev. Dr. WILSON.—We could not do it.

Dr. TRAILL.—It would not be our purpose, because another clause of the Act says we are to have regard to the intentions of the founder, but it is quite evident if that Chancery Scheme had not been there we would have been asked, and almost required to do practically what the Chancery Scheme has done. It may turn out, after we report to the full Commission in Dublin, that there may be no necessity to have a Scheme; at the same time, as we are here it would be advantageous for us to hear from the Incumbent as one of the trustees, and also the gentleman representing the Methodists, if they have anything to say on the matter, and then we will report fully to the Commission. You may make your mind quite easy that we are not going to disturb the intentions of the testator; but if anything is necessary to carry out the purposes of the will we may assist you.

Mr. *Martin.*—With regard to the observation you made about the Primitive Wesleyan Methodists, at the time the will was made they were members of the Church of Ireland, they were merely a society, and afterwards, when that society ceased, a great many of them became members of the Church of Ireland.

1755. Dr. TRAILL.—A great many of the laity did so, I don't think the clergymen did.

Mr. *Martin.*—Then the society ceased to exist.

1756. One of the things we would be glad to know about is, if the gentleman who represents the Wesleyan body can tell us, whether the congregation of South Great George's Street, Dublin, is in existence, or who represents them?

Mr. *Martin.*—I don't think there is any question in contention between us, because no change can be made in the trustees and no change can be made I think in the Scheme either. Of course I am not prejudging it, but it appears to me that you cannot make any change that would cause any conflict to arise between the Wesleyans and the Rector and Church Wardens.

Rev. Dr. WILSON.—Our one object is to follow the will, and carry it out as far as we can.

Rev. *R. S. O'Loughlin*, D.D., sworn and examined.

1757. Dr. TRAILL.—You are the manager at present?—Yes.

1758. How long have you had charge of the school?—Since my appointment in November, 1886.

1759. When was it first put under the National Board?—I found it under the National Board, I think in about 1882.

1760. Is the schoolmaster here also?—Yes.

1761. Is the workmistress a relation of the schoolmaster?—His sister acts as workmistress but is not recognised, she acts in a private capacity.

1762. Do you pay her under the will?—No, as you will notice in that Scheme, both the payments are united to pay the master a reasonable salary.

Mr. *Martin.*—You cannot now have a master and mistress both at the same time, but you can have either a master or mistress.

Dr. TRAILL.—The Commissioners are to transmit the said sum, amounting to £43, to the managers to be applied by them in payment of a schoolmaster or mistress for the said school.

Dr. WILSON.—The sum would be quite inadequate to pay the two.

1763. Dr. TRAILL.—What salary does he get under the National Board?—He is First of Second, he gets £52 from the National Board.

1764. Then he is an efficient teacher?—Yes, First of Second.

1765. Is there anything that occurs to you, now that you have got this Chancery Scheme—do you think it worth while to get your powers enlarged in any way, or is there anything that we can do that would be useful to you, even it were exempt?—I am quite satisfied with it as it is, the school is doing good work.

1766. Have you had any question arising with regard to a competent Schoolmaster or Mistress among the Primitive Wesleyan Methodists?—Not during my time.

1767. Have you any Primitive Wesleyan Methodists as a separate body here now?—No.

1768. Were there any here when you came?—No. I have no idea when it broke up here as a body, but I know I have several members of my Church who were Wesleyan Methodists, most active and efficient, and communicants of my Church.

Rev. R. S. O'Loughlin, D.D.

1769. Dr. TRAILL (to Rev. *R. Orr*).—Is there any question you would like to ask?

Rev. *R. Orr.*—I dont see that I have anything to ask. I have just my knowledge of the matter to give you.

1770. Dr. TRAILL (to *witness*)—What money do you spend on the repairs of the School?

Dr. *O'Loughlin.*—All the money is in the hands of the Commissioners of Charitable Bequests, and since I came here they paid a bill to Mr. Wilkinson, the builder, of £42. Last summer I went to the Commissioners of Charitable Bequests; I found they had some money in hands, and I had a scheme which I intended to propose to them for the Long Vacation this year for taking the roof off the present School, putting in new windows, and raising the roof. Either that, or, if some money could be raised, to build a Teacher's residence, and gut out the present School and make one schoolroom of it.

1771. Have they got powers to give you that?—They have been sending me about from post to pillar.

1772. Because if they have not power, some of these are powers that we could give you in a consent Scheme on your own application. So you had better consider that. Remember that when once money has passed into the hands of the Charitable Bequests Commissioners, as a general rule you cannot touch the capital, but only the interest?—There is some of that money earmarked; they have £60, and that, I was in hopes, might be supplemented from some other source to make a decent schoolroom, or we could borrow from another source and make a schoolroom.

1773. Well, if any question like that arises you may put yourself in communication with the Charitable Commissioners, and get a definite answer from them whether they consider it within their power to give you that money, or whether they consider it to be invested capital, of which they can only give you the interest?—No, they do not consider it as invested capital, but only hold it for the repairs of the School.

March 29, 1893.

William David Carroll sworn and examined.

William David Carroll.

1774. Dr. TRAILL.—How long have you been Master of this School?—Since 1877

1775. You are classed under the National Board?—Yes.

1776. What class?—First of Second.

1777. What numbers have you got in the School at present?—I have 54 on the rolls.

1778. What is the average attendance?—The average for this quarter will be about 30.

1779. Rev. Dr. WILSON.—Could you give their religious denominations?—I could. I have nothing but Presbyterians and Church of Ireland children.

1780. What are the numbers?—I don't know the exact number of Church people, but they are about half and half.

1781. Dr. TRAILL.—53 males and 31 females; 84 on the roll; 68 average number on the rolls; average daily attendance, 44; that is in 1889. How many do you say there are of the different denominations?—About half and half of Church children and Presbyterians.

1782. Are there any Roman Catholics or Methodists in the School?—No.

1783. Have the Presbyterians got a separate school of their own here?—No, I believe not, they have the Model School.

1784. How is your religious instruction conducted?—From half past two to three.

1785. Is that the last half hour of the day?—Yes.

1786. What clergymen come to look after the religious instruction of the Church children?—The Curate and perhaps Dr. O'Loughlin.

1787. Does the Presbyterian minister come to look after his children at any time?—He visits the school occasionally.

1788. Does he examine the children or give any directions about the religious education?—No.

Dr. TRAILL.—The Testator does not make any reference at all in his will to the children, or make any statement whether it is for the poor of any denomination, he simply says "to be paid to the master, who teaches my school."

Dr. *O'Loughlin.*—There were a series of rules that were hung up in the School in Mr. Jackson's time; and in these the children were described as the poor of Monaghan.

Mr. *Martin.*—There is another provision in the will which says "my will is that the Rector and Church Wardens for the time being fill up the vacancies of scholars in either schools," so that it is entirely in their discretion as to what scholars shall be admitted.

1789. Dr. TRAILL.—Yes, "my will is that the Rector and Church Wardens for the time being fill up the vacancys of schollers in either schools,"—the spelling is very curious. That is in favour of your contention that the whole thing is exempt. It certainly appears to be exempt entirely, unless anything turns on the appointment of the schoolmaster and schoolmistress, who were to be Primitive Methodists. But you say they were all church people at that time?

Mr. *Martin.*—Yes, and they have ceased to exist as a separate body.

1790. Rev. Dr. WILSON.—Is that a matter of fact. Had you no Primitive Methodists connected with your Church?

Rev *J. A. Allison*, Presbyterian Minister.—I had two members who always attended these Primitive meetings, they attended my Church in the morning, and I think they attended the Primitives in the evening. One of those is dead now, and there is only one member in town now who follows that practice of attending my Church in the morning, and the other in the evening.

Rev. *R. Orr.*—Our late Circuit Steward, our highest officer, was a member of Mr. Allison's Church.

Rev. Mr. *Allison.*—I made that statement that the member was connected with both bodies, he is deceased within a year, the late Mr. Blakely.

Rev. Dr. WILSON.—The thing is of no moment beyond this that I don't accept the statement that the Primitive Methodists were members of the Church of Ireland.

Dr. TRAILL.—I am afraid it was one of their rules that they had to communicate every year in the Church of Ireland for all that.

Rev. Dr. WILSON.—I know in my own Church I had a number of Primitive Methodists.

Rev. *R. Orr.*—That was the case all over the country.

Mr. *Martin.*—That may be, but under the constitution of the Society, as framed by the founder of it, they were obliged to belong to the Church of Ireland.

Dr. TRAILL.—I am quite satisfied of that myself.

Rev. *R. Orr.*—It is not correct to say or think that the Primitive Methodists have passed away, that they are not in existence, I am one of them.

Dr. TRAILL.—But you are one of their ministers, and I said that the former ministers all went over to the Wesleyans.

Rev. Mr. *Orr.*—They are still in existence.

Dr. TRAILL.—This will be a very good time for you to come up and give your evidence.

1791. Rev. *R. Orr.*—Have you any children named Short at the school?—Mr. *Carroll.*—Yes, I have.

1792. You said there were no Methodists?—I have them registered as Presbyterians.

1793. Dr. TRAILL.—Have you got your roll-book with you?—No.

1794. How have you entered these children in your book?—As Presbyterians.

1795. Dr. *O'Loughlin.*—Who authorized you to enter them as Presbyterians; was it they themselves?—I believe so, doctor, the parent.

Rev. *R. Orr.*—That is where the mistake is; it is not likely that it is on his side.

Rev. Dr. WILSON.—Here is the passage to which I refer:—"Leave and bequeath to the poor of the parishes of Monaghan and Clontibret the sum of £15," and so on.

Dr. TRAILL.—That is not the educational part, and that is Margaret Jackson's will.

Mr. *Martin.*—Dr. Wilson's point is that that money for the poor is not denominational. That is so, but it has no bearing whatever, as I submit, upon the School.

Rev. *Robert Orr* sworn and examined.

Rev. Robert Orr.

1796. Rev. *R. Orr.*—In 1875 I was the minister belonging to the Primitive Wesleyans here, not living in this town but in Clones, supplying this place, myself and a colleague, every Sunday. We understood this entire property to be property at the disposal of the Primitive Wesleyan Society, that the Rector and Churchwardens of Monaghan were the trustees of this property, and that we had all the duties to discharge, which duties I discharged the schoolmaster being appointed by my predecessors. I did not appoint any schoolmaster, but I visited regularly the four widows in the houses. And of course in our itinerating work, moving from place to place, I was removed at the end of three years. I never heard anything of this matter of the Court of Chancery, knew nothing about it, and I know nothing about how it has passed to the management of those who manage it now. The Primitive Wesleyan Society united with the Wesleyans; but before they did so they got an Act of Parliament by which all the property passed over, that they had control of, so that they could make a deed of it to the united body, which they have done. I never knew anything about the will before, and I knew nothing about the object of your coming to-day, or I would have been better

prepared to give you fuller information. I was connected with it formerly, and it was understood by the Primitive Wesleyans in this town, and by Mr. Fitzgerald and others, that this was entirely at the disposal of the Connexion. What was the property of the Primitive Wesleyan Connexion then is the property of the United Body now. . I belong to the United Body; it is not called Wesleyans, it is Methodists, that is embracing the two bodies. Some did go to the Church, simply as I might go or any other, but not as a body.

1797. Dr. TRAILL.—The reason I mentioned about a number of the laity is because I personally know that the Messrs. Hayes, two brothers, appeared in our Church Synods. They made statements there publicly of what your Society was doing, and, as far as we could understand from them, the Ministers as a body went over to the Wesleyan Methodists?—It was an arranged union, legal documents were prepared for it. I would have communicated with the authorities of our Church had I known you were here to-day, and had fuller information.

1798. If you are taken at any disadvantage to-day you can communicate with us in Dublin afterwards, the only reason we have held this inquiry on a fortnight's notice is, as I have told you, because the 31st March, was the last day on which we could do it, and we thought it better to pick up these two Endowments at the end, but you will not be prejudiced by it because if you have any further communication to make to us you can send it to Dublin—As the property of the Primitive Wesleyan body passed to the Methodists, that of the Rector and Churchwardens of Monaghan, in the same way passed in connection with the Chancery Scheme.

1799. Whom do you say the property of the Minister and Churchwardens passed to, you don't say that it passed to the Wesleyans as Trustees?—They are still Trustees of the property.

1800. You are not contending that the trusteeship passed to the Wesleyans?—Oh, no, certainly not.

1801. Rev. Dr. WILSON.—As I understand, the trustees, though connected with the Church of Ireland as they always were, used the property for the same purposes as if there had been no such union?—That is my idea.

1802. Dr. TRAILL.—Have you appointed any of the widows?—Not since I came, I am not certain whether I made the appointment of any widow at the time, but I regularly visited them.

1803. There is no doubt under the will that the appointment of widows lies with the Primitive Wesleyans?—And the teacher was to be a Primitive Wesleyan, is not that one of the clauses?

1804. Certainly, and in the Chancery Scheme it is one of the clauses that if a teacher of the Primitive Wesleyans can be found he is to get the preference?—My point is that there is no change with us, it is simply the amalgamation of the two bodies, and the Act of Parliament puts us in the same position as if there had been no change in our bodies.

1805. That being a legal point we will reserve it carefully for Lord Justice FitzGibbon and Mr. Justice O'Brien, because it becomes a question whether the trusts of the property pass that way; if your Society had joined the Roman Catholic Church for instance you might hold a different view as to whether the trusts would pass to that body?—I don't know that I have anything more to say, I was the Minister who discharged the duties of that place for the Methodists. It was always reported here amongst the Primitives that the Rector had a veto or something on the appointment, but it is the first time I heard that they were trustees.

1806. They are trustees under the will, no doubt. Supposing it were assumed for the sake of argument, that the property, so far as it was a property, had passed to the Methodist Body generally, of which you are now a member, is there any practical suggestion you would base on that with regard to the management of this School?—Oh, I don't know——

1807. I mean to say have the Methodist body any numbers that would go to the school, or have you any separate school for your own people?—We have not.

1808. Do you reside here?—I reside here, my firm conviction is that the property still is Methodist.

1809. But the appointment of the scholars lies with the Rector and Churchwardens?—That is another matter.

1810. It is a very curious matter that the appointment of the scholars lies with the Rector and Churchwardens?—I think we should have our share of that at all events.

1811. But that is provided in the will?—Of the poor.

1812. Not of the poor. "My will is that the Rector and Church Wardens for the time being fill up the vacancies of schollars in either schools?"—The filling up of the vacancies among the widows lies with the Methodists. We don't want anything more or less than what the will specifies.

1813. That is why I asked you. Supposing it was considered that as far as the property went, that is the Alms House property, if that were still preserved for the Methodists, supposing the property did pass on account of your deed, would you still make any claim to the appointment of a master or mistress for a school, in which all the scholars were to be chosen by the Rector and Churchwardens?—I think we should still claim to appoint the schoolmaster.

1814. For what practical purpose?—For the same purpose as formerly.

1815. Ah, but formerly there was a difference?—They were not all Methodists at first, in my time there were but a few Methodists when I was appointed.

1816. Do you know what the scholars were at that time?—I do not.

1817. Rev. Dr. WILSON.—I understand there are four widows in the house, is that so?—Oh no, there are no widows at all. The agent of the property, Mr Rogers, is here and will give you evidence in reference to that.

1818. Rev. Dr. WILSON.—I wanted to ask who was exercising the right of selecting the widows, but you have none.

1819. Dr. TRAILL.—We were informed at the School this morning there were three widows in the house at one side, and one widow in the house at the other side.

Dr. *O'Loughlin.*—There are no widows, I put in these women as caretakers.

1820. Rev. Dr. WILSON.—With regard to the appointment of teachers, who appoints them?—(Rev. *R. Orr*)—The Methodists.

Dr. *O'Loughlin.*—We join issue on that.

1821. Rev. Dr. WILSON.—The Rector is now the manager?—Rev. *R. Orr.*—Yes, but that is our difficulty, how that has come to pass, how it passed out of my hands.

1822. Dr. TRAILL.—I am afraid you have been asleep rather?—I was away, sir.

Mr. *Martin.*—We have settled the point about the scholars, that is clear, it is equally clear about the teacher, "and my will is that my said Trustees hereafter shall be careful in filling up the appointments of teachers to my said schools."

1823. Dr. TRAILL.—Yes, but to select out of the Primitive Wesleyan Society?

Mr. *Martin.*—We are not now on the selection, the question is who was to appoint.

1824. "And my will is that my said trustees hereafter shall be careful in filling up the appointments of teachers to my said schools, as they are to be chosen from time to time hereafter, out of the members of the Primitive Wesleyan Society, that is in connection with the Society that holds the Primitive Wesleyan Preaching House, Great George's Street, South, Dublin, and that the schoolmaster must be always a leader in said Society, or he cannot be schoolmaster to my said school, and my will is that when a vacancy shall take place from time to time hereafter in the

March 29, 1886.

Rev. Robert Orr.

work-school, the mistress that shall be appointed hereafter must always be a member of the said Primitive Wesleyan Methodist Society, as already mentioned, as none others can draw the allowance for either Schools." The appointment lies with the Rector and Churchwardens in every case, but they are to select, if they can, a member of the Primitive Wesleyans.

Mr. *Martin.*—There is a direction to the Rector as to the class of person he should appoint, but there is no doubt as to his power of appointment.

1825. Who do you say appointed the former teacher?

Rev. *R. Orr.*—As far as I can understand, the appointment was made by the Wesleyans, subject to the approval of the Rector.

1826. If the Rector had the appointment from the Wesleyans, he would have to ask some of the Wesleyans who were proper teachers. The present schoolmaster was appointed in 1877, was that after the Chancery Scheme?

Mr. *Martin.*—I think so.

Mr. *Carroll.*—It was in April I came.

1827. Dr. TRAILL.—The Chancery Scheme was in February. By whom were you appointed?

Mr. *Carroll.*—By the present Bishop, Dr. Stack, he was then Rector of this Parish.

Rev. *R. Orr.*—My difficulty is, having been absent from the place, how the control of the appointment passed from us.

Mr. *Martin.*—Our contention is that you never had it.

1828. Dr. TRAILL.—Your point would rather be how it was the Rector, in making the appointment, did not select Wesleyans.

Mr. *Martin.*—There would be something in that. But I think he has a clear answer, that he could not find any fit person, because if he could he would be bound to appoint him. You said, Mr. Orr, that you did not hear anything about this Chancery Scheme when it was settled, that was in 1877, were you here at that time?

Rev. *R. Orr.*—I am not sure that I was.

1829. Was the Methodist Society a separate body at that time?—I rather think not.

1830. Dr. TRAILL.—Do you mean had the amalgamation taken place then, what was the year of the amalgamation?—Perhaps it was 1878.

Mr. *Martin.*—My impression is it was after that.

Dr. *O'Loughlin.*—1875 was the date of the amalgamation, as well as I remember.

Rev. *R. Orr.*—I can easily find that out, but I am not prepared to say decidedly.

1831. Mr. *Martin.*—You were not aware that there were any public notices given of this Scheme being settled by the Vice-Chancellor?—I know nothing about that.

Mr. *Martin.*—There was a public notice before the Scheme was settled (produced).

1832. Dr. TRAILL.—This notice states it very fairly:—

"Whereas, under the will of the late Richard Jackson, of Monaghan, proved the 22nd of March, 1834, it was amongst other things directed that two annuities of respectively £22 3*s.* and £16 12*s.* should be paid to the Rector and Church Wardens of the Parish of Monaghan in trust for the schoolmaster and schoolmistress of two Schools established by the testator in Monaghan, the schoolmaster to be chosen by the said trustees from amongst the members of the Primitive Wesleyan Society in connection with the Society that holds the Primitive Wesleyan Preaching House in South Great George's-street, Dublin, and the master to be a leader in said Society. And, whereas, the said salaries are now wholly inadequate for the objects intended, and it is also difficult to find a competent teacher willing to act as such amongst the leaders of the said Society, and it has now, therefore, become impracticable to carry out the directions of the testator. Now, the Commissioners of Charitable Donations and Bequests for Ireland hereby give notice that, on the expiration of one month from the date hereof, they will apply to the Court of Chancery, under the 7th section of the 34th and 35th Vic., cap 102. for a Scheme to enable the trustees to pay both said annuities to one schoolmaster, instead of one to a master and the other to a mistress. And, further, in case no competent master willing to act can be found amongst the leaders of said Primitive Wesleyan Society, then that the trustees be enabled to select a master from amongst any other members of said Society."

That is very curious. The Scheme does not say "of the said Society." It says:—

"If the managers can provide a competent schoolmaster or schoolmistress, as they may think most expedient, from amongst the members of the Primitive Wesleyan Society such person shall be appointed by the managers, but if no such competent person can be procured from the members of such Society, then the managers shall have power to appoint such other person as they may think fit."

Mr. *Martin.*—At the time that notice was published, in 1875, the Primitive Methodists existed as a separate body; but since the Vice-Chancellor came to settle the Scheme it ceased to exist as a separate body.

1833. You can hardly make much of that, because if the Managers can provide a competent person from amongst the members of the Primitive Wesleyan Methodist Society, they are to appoint him.

Mr. *Martin.*—You must take that as meaning persons who were formerly members of the Society.

1834. Rev. Dr. WILSON.—With regard to this place in George's Street, Dublin, does it still exist in connection with the Methodists?

Rev *R. Orr.*—Certainly, it is Methodist property and belongs to the United Body.

1835. And you have service there?—Yes.

1836. Dr. TRAILL.—Did it pass under the deed of amalgamation?—Yes, it is under the control of the United Body.

1837. Do you contend at all that under that deed of amalgamation any of the property in Jackson's will passed?—Yes; I should think if the house in George's Street passed, if the little chapel here, their property, passed, why not the other property, of which the Rector and Church Wardens were trustees?

1838. But there is a serious difficulty in the way of that. The property was not vested in the Primitive Methodists at the time.

Rev. Dr. WILSON.—The will does not say that that School was the property of the Primitive Methodists.

Rev. *R. Orr.*—How then have we any claim?

1839. Dr. TRAILL.—You have no claim to the property. The only claim is the appointment of the Master and the Widow's Endowment.

Rev. *R. Orr.*—And a claim to our former position. That is all I have to say about the matter.

1840. Mr. *Martin.*—So far as you know personally, did you ever know either the master or any of the scholars to be appointed by the Primitive Methodist Society?—Yes, by my predecessors.

1841. Whom did they appoint?—Rev. Mr. Kenny, who died some years ago in the Episcopalian Church; he was, so far as I understand, a leader of the Primitive Wesleyan Society, and was a teacher belonging to us here.

1842. Dr. TRAILL.—The question was not whether the teacher belonged to the Wesleyans, but whether the teacher was appointed by them?—Oh, I think not.

1843. Dr. *O'Loughlin.*—Was Mr. Kenny ever a teacher of Jackson's School?—I understand, yes, before my time.

1844. He was one of the under-teachers at the Model School?—I am under a very strong impression that he was a teacher.

Mr. *Rogers.*—Oh, no; he married the niece of the female teacher of the school.

Dr. TRAILL.—Well, Mr. Orr, we are very much obliged to you for your information, and if you find out by inquiry that there is anything more you would like to send us word of, send it to the Secretary at the office in Dublin, and we will be happy to make a note of it for you.

Dr. *O'Loughlin.*—Mr. Rogers, who is intimately connected with the property, being the agent of it, is here.

H. Rogers sworn and examined.

March 29, 1893.
H. Rogers.

1845. Dr. TRAILL.—Are you the agent over this property?—I have been agent for a long time.

1846. Where are the lands?—About two miles from the town of Monaghan, on the Castleshane direction, that is on the Dublin road.

1847. Have you a rental of the property here?—That (*produced*) is a copy of the last account, ending September, 1891.

1848. Is there any other charge on this property except what is under this will?—No; it is a very small property.

1849. The net property is worth about £75?—Yes, after allowing abatements, none of the tenants went into Court, or applied even for a judicial rent. They asked for an abatement, and acting under the instructions of the Trustees, I allowed them 15 per cent.

1850. This property has been reduced in value from the time of the will?—Yes.

1851. He says here, "the said sum of £84 7*s.* 3*d.*," that would be very nearly the full rental?—Yes; one of Mr. Jackson's executors showed me a memorandum of his, which showed that he expected in course of time that the property would be worth £100 a year. Well, the quality of the land, or the times and the changes in legislation that have occurred since, would not at all warrant that.

1852. This Clause appears to deal with that; he says the increase is to be paid to the Monaghan Savings Bank. Was there any accumulated under that?—Yes, there has been a sum accumulated, probable since the widows ceased.

1853. When did the widows cease?—They have ceased for a considerable number of years, and the Archdeacon who was our Rector, the present Bishop, was anxious to have a Scheme formed in accordance with the will to enable the widows to be elected again, but he found the money was not sufficient; there is something between £100 and £120 in the Monaghan Savings Bank.

1854. You simply, as agent, hand the money in to the Commissioners of Charitable Donations and Bequests?—I hand the money for the salaries and the schools to the Charitable Commissioners; the annuity for the poor I pay to the Rector.

1855. What do you do with the money that is supposed to be paid to the widows?—It goes to the Savings Bank to accumulate.

1856. The direction was not as to the widows money going to the savings Bank, it was the increase over the £84?—There was no increase over that, the work-school, that is the female school, was for a long time inoperative before the Scheme passed, because no respectable competent female could be got to teach it, and besides that there have been changes in society, the work of that School was to make under-clothing and shirts, and things of that kind, that is what they were taught. Now, no one thinks of getting their shirts made, they go to the shops and buy them.

1857. How much is paid to the Schoolmaster now?—I pay to the Commissioners £43 odd.

1858. What does that represent under the will?—£43 8*s.* 3*d.*

1859. There is £22 3*s.* to the Master under the will, and £4 13*s.* to the Mistress?—No, that is for stationery.

1860. How much for the Mistress?—£16 12*s.* 3*d.*, for the mistress, that is £43 8*s.* 3*d.*, I pay that annually to the Commissioners of Charitable Bequests.

1861. And they pay the salary to the Rector?—That is under the Chancery Scheme.

1862. Then the Chancery Scheme did not deal with anything except the educational Endowment?—No, Mr. M'Donnell, who was the Secretary of the Commissioners, and the Bishop went frequently over the figures to see could they have even two widows appointed, because they thought two would be enough, it was intended to have six, but the accommodation is very confined.

1863. How is there a surplus in the hands of the Charitable Bequests Commissioners?

Dr. *O'Loughlin.*—Two sums of £5 a year under the will for repairs.

1864. Dr. TRAILL.—Do you mean under Mr. Jackson's will?

Dr. *O'Loughlin.*—There is £5 under Mr. Jackson's will, and £5 under Mrs. Jackson's.

Mr. *Rogers.*—That is paid off other property.

1865. Dr. TRAILL.—Who pays that now?

Mr. *Rogers.*—That is charged on property in the Barony of Cremorne, in this County, it is owned by Mr. William M'Kane, one-third, and the Representatives of James Alexander Ross of this town own another one-third.

1866. To whom is that paid?—The Commissioners of Charitable Donations and Bequests.

1867. How much is it now?

Dr. *O'Loughlin.*—£62.

1868. What becomes of all her other trusts, £15 each year, and yearly for ever to be paid into the hands of the Ministers and Churchwardens?

Dr. *O'Loughlin.*—That is paid to me, and I distribute it at Christmas, by Mr. Rogers.

1869. There is no sum for the poor under his will?

Mr. *O'Loughlin.*—Oh, yes, there is, there are certain sums which now are paid in to the Commissioners of Charitable Bequests.

Mr. *Rogers.*—That is off other property.

1870. Dr. TRAILL.—"I also leave and bequeath to the poor of the parish of Monaghan, the sum of £15 sterling annually, to be paid off the said lands?"

Mr. *Rogers.*—That is £15 that I pay to the Rector.

1871. That does not go through the hands of the Charitable Bequests Commissioners at all?—No.

1872. You get £15 under one will and £15 under the other?

Dr. *O'Loughlin.*—I do not.

1873. You are entitled to it.

Dr. *O'Loughlin.*—Then I don't get it, I know it has got very much slimmer than it used to be. It is a capitalised sum.

1874. Not at all, she says: "I leave and bequeath to the poor of the parishes of Monaghan and Clontibret the sum of £15 each, per annum, year and yearly for ever to be paid into the hands of the Ministers and Churchwardens of each parish respectively for the time being, their receipts alone to be a sufficient discharge for the same, and to whom I commit the distribution thereof."

Dr. *O'Loughlin.*—I get £11 7*s.* 0*d.* from the Commissioners, but it is a capitalised sum of money; it does not come from the land at all; there is a sum of £700 odd, and £400 odd, which they have capitalised, and then there is some more money, and they pay twice a year the interest on the money.

1875. Dr. TRAILL.—There is £500 and £300 to be given out separately on interest upon approved securities, in the names of the Rector, Curate, and Churchwardens of the parishes for the respective charities. I think you ought to apply to the Commissioners of Charitable Donations and Bequests to look after the whole of that for you.

Dr. *O'Loughlin.*—Most decidedly.

1876. And, besides, the curious thing is that it is not a charge upon the property at all, but she leaves to the Rector, Curate, and Churchwardens the sum of £500, and the sum of £300.

Dr. *O'Loughlin.*—That money is all right I am certain, that is the money that is capitalised; I get the interest of it from the Commissioners of Charitable Donations and Bequests. I believe there is a direction made to invest that at five per cent., with the consent of the Governors of the Monaghan Infirmary. It was invested by the Rector and Churchwardens, or in case there was a doubtful security, there should be a

March 29, 1893
H. Rogers

majority of the Governors of the Infirmary to invest it. That money was handed over to the Commissioners.

1877. Then they reduced the interest considerably.

Dr. *O'Loughlin.*—They did at once, but I am morally certain I can trace it in the interest I get.

1878. It seems by her will she left £15 to the poor of these parishes, independent of the £500 and £300, she entirely approved of the will first of all, and then makes the codicil; it is in the codicil she leaves the £500 and £300, you ought to look that matter up.

Mr. *Rogers.*—There is one matter with regard to the appointment of the teacher, I don't recollect when the second previous teacher to the present master was appointed, but I always understood that he had been appointed by Mr. Moffett, the former Rector. And after that there was a man for a short time, who, if I mistake not, was a Presbyterian, and he was appointed by Dr. Bailey, who was the predecessor of the Bishop. And at the time the Scheme was passed there was an advertisement published by the Bishop for a master, and Mr. Carr objected—he was then the Secretary of the South Great George's Street House, or whatever his title was, he was the Methodist clergyman. He objected to this advertisement because it did not state distinctly enough that the teacher should be a Primitive Methodist, and the Bishop had appointed the present master, and Mr. M'Donnell, who was the Secretary of the Commissioners of Charitable Donations and Bequests, took up the matter, and made a suggestion that the office should be declared vacant, and a new advertisement inserted, and ample time given for answers, and that was done, and the only candidate was the present master.

1879. Dr. Traill.—There was no candidate came forward from the Primitive Methodist body?—No candidate came forward, and Mr. Carr himself was sent copies of the advertisement.

Rev. Dr. Wilson.—That was all that could be done.

1880. Dr. Traill.—Have you, Mr. Orr, any system of special preparation of teachers for your Church?

Rev. *R. Orr.*—Oh, certainly, our teachers under the National Board are trained at Marlboro' Street.

1881. You have no separate training establishment of your own?—No.

1882. Is there anybody else wishes to give any further evidence?

Mr. *Martin.*—I think, sir, you have now heard all that is to be said on the subject.

Rev. Dr. Wilson.—We will report to the full Commission.

Mr. *Martin*, at the request of Dr. Traill, recapitulated his objection to the Commissioners framing a Scheme; namely, that the Charity is exempt; that it has already been settled by the Chancery Scheme; and that it is mixed educational and non-educational, and the larger part is non-educational.

1883. Dr. Traill.—Out of the £84 how much is for education?

Mr. *Rogers.*—£43 8*s.* 3*d.*

1884. The majority is educational, and that brings it within our jurisdiction as far as that is concerned.

Rev. *R. Orr.*—According to the will we have something more than just the right of being appointed.

1885. Dr. Traill.—You have the choice of the widows.

Rev. *R. Orr.*—That is one half of the business.

1886. £25 19*s.* would be the proportion of the widows; have you any widows you could appoint?

Rev. *R. Orr.*—I am not sure, I am taken by surprise.

1887. Well, look into the matter and write to us.

Dr. *O'Loughlin.*—If the widows are entitled to £25 19*s.*, and then to the poor of Monaghan there are two sums of £15, the other part of the Charity is greater than the part that is limited to education.

1888. Dr. Traill.—The majority is educational, so your claim of exemption won't hold on that ground, though it may hold on the two other points. I want to take down Mr. Orr's special points. Where can we get a copy of the Deed by which the property of the Primitive Wesleyans was transferred to the Wesleyan Methodists?

Rev. *R. Orr.*—That would be easily got from the authorities in Dublin; Dr. M'Mullen will set that right.

1889. Would you kindly communicate with Dr. M'Mullen, and tell him we would like to see in our office a copy of the Deed?

Mr. *Martin.*—I cannot exactly understand what Mr. Orr's point is or what bearing this Deed would have.

1890. Dr. Traill.—It has a great bearing on the Alms House question.

Mr. *Martin.*—But that is outside your inquiry.

1891. Dr. Traill.—No, when the Endowment is partly Educational and partly Non-Educational, and the Educational portion more than half of the whole, we can deal with the whole of it, and we can put in Non-Educational clauses in the Scheme.

Mr. *Martin.*—That is a matter I have not gone into at all.

1892. In our Act, Non-Educational Endowments, when less than half of the whole Endowment, are put directly under our jurisdiction, but even when they are not under our jurisdiction, we can, when we are drawing a Scheme, with the consent of all parties, put in clauses dealing with an Endowment like these for Alms Houses. In St. Mary's, Cork, nearly one half the Endowment was for Alms Houses, but then the difference was that the Alms Houses there were under the control of the Church of Ireland along with the Educational Endowment. Here, the appointment to the Alms House appears to be in another body, viz., the Methodist body. One of the questions we must reserve for Lord Justice FitzGibbon and Judge O'Brien is whether, you having amalgamated with the Wesleyan Methodists and transferred your property to them by deed, under that document your control over the appointment of the widows still holds, and I suppose whatever legal decision they give on the matter you will agree to abide by, as Lord Justice FitzGibbon himself is one of the highest authorities in Ireland.

Mr. *Martin.*—Then Mr. Orr's point would relate entirely to the Widows' Houses?

1893. It practically would, because he does not contend, and could not contend, that the property in this trust passed to the Wesleyans. The most he could contend would be that from the Wesleyan Body the Master and Mistress should still be selected if it was any practical advantage to them.

Mr. *Martin.*—In dealing with this Scheme, and taking what is educational and non-educational, would you not take into account the buildings themselves?

1894. They are not worth anything—they are a source of expense. If we did take into account the buildings, they are as much educational as non-educational.

Dr. *O'Loughlin.*—I would desire to bring under your notice that the money for the keeping of the edifice in repair is to be confined to the School by the conditions of the will. By Margaret Jackson's will it is for keeping the School-house in repair.

1895. Dr. Traill.—In his will is there any provision for repairs?

Dr. *O'Loughlin.*—I am not sure.

Mr. *Martin.*—You have it also that the accumulations of money in the Savings Bank appears to belong exclusively to the Widows' House.

Mr. *Rogers.*—Oh, no.

1896. Dr. Traill.—The increase is to be paid into the Savings Bank to keep a sum to the good for repairing the said Schools and Widows' House. Both the School and the Widows' House are to be maintained out of the surplus; but there is no surplus in the Savings Bank, because the surplus there now is not the increase above the £84 mentioned in the will, but is an accumulation that should have gone to the widows.

Mr. *Rogers.*—And a portion of it is there for years, when the Work School was inoperative.

1897. Dr. TRAILL.—None of it represents an increase over £84, therefore it has no business to be in the Savings Bank. As a matter of fact, to your knowledge, are there any widows of any denomination that, if you had the appointment of them, you could name to this Alms House? You are not bound to have the widows Methodists; it says the widows are to be chosen by the Primitive Methodists. Are there, as a matter of fact, any widows in the community that, if you had the appointment to make this minute, you would put your finger on and say—"I would nominate those to the Alms House"?

Rev. *R. Orr.*—I could not say that exactly, but I rather think I could. Is it confined to Methodists by the will? You know our Teachers were not confined.

1898. I will read the Clause again:—"I also leave and bequeath to my Widows' House the sum of £25 19*s.* sterling yearly, to be paid out of said Land of Terfinog and Aughentammon, to be paid to six poor Widows." That is all it says.

Rev. *R. Orr.*—I don't think we would have any difficulty in providing the widows.

Mr. *Rogers.*—I would beg you to recollect that there are two points in dealing with the widows: the first is, the accommodation is too confined for six—six undoubtedly lived in it for a number of years, but the two rooms, which held three each, are very small. Another point is, that there are not sufficient funds to support the widows. If those tenants that are now on Terfinog went into the Land Court and got the present reductions that are being given by the Sub-Commissioners it would keep you busy paying.

1899. Dr. TRAILL.—The only effect would be that, if objects can be found for all the things mentioned in the will, a reduction in the Land Court would make a *pari passu* reduction all round; of course, if you contend there are no widows, that would make a difference. But if there are widows they would have the same claim, there is no priority given to one endowment over the others.

Mr. *Martin.*—You have taken my point, there are no leaders and preachers of the Monaghan Circuit of the Primitive Methodist Society.

Rev. *R. Orr.*—Oh, yes; but I claim that we are just the very same as before the change took place.

1900. Dr. TRAILL.—I think it is a pity when you went into the Court of Chancery you did not get a document to deal with all the charities.

Mr. *Martin.*—I have just got a document here from which it appears that the widows were dealt with by a scheme.

1901. Dr. TRAILL.—It is rather late in the day to give us that.

Mr. *Martin.*—I was not aware you were dealing with the widows before.

1902. Dr. TRAILL reads—

"Whereas by the wills of Richard Jackson, proved March 22nd, 1834, and of Margaret Jackson, proved August 14th, 1834, a School and Almshouse were founded in Monaghan, and the Almshouse was endowed with £25 19*s.* yearly, for six widows, and an annuity of £6 was left to assist in providing clothing for them, and also two annuities of £5 each for repairs; and whereas, owing to the increased cost of provisions and other articles, it is now impracticable to maintain so many as six widows. And whereas the Rector of Monaghan, and the leaders of the Primitive Wesleyan Society have stated that the charitable intentions of the said Richard and Margaret Jackson would be more effectually carried out by reducing the number of widows, and giving to each a larger sum for maintenance. Now, the Commissioners of Charitable Donations and Bequests for Ireland, after due inquiry, and in pursuance of the provisions of the Act, 30 & 31 Vic., cap. 54, and of the 7th section thereof, have, subject however, to any objections which may be laid before them, ordered and adjudged that the application nearest and most comformable to the directions and intentions of both the testators is:—(1st) That for the present only two widows should be named, receiving each 3*s.* weekly. (2nd) That each of the widows shall further receive £1 10*s.* yearly to assist in procuring clothing. (3rd) That the balances remaining out of the two annuities, namely, that for the Almshouse, and that for providing clothing, should be lodged with the Commissioners of Charitable Donations and Bequests for Ireland, and by them accumulated until the income of the charity, and of the accumulation, may be sufficient to provide for the maintenance of a third widow at the like rate. (4th) That the Trustees, with the consent of the Commissioners, may then either appoint a third widow, or increase the payments of the two. (5th) That so much of the two annuities of £5 each as may not be required for the repairs of the School, may be applied to the repairs of the Almshouse."

What was the date of that?

Mr. *Martin.*—June, 1880.

Dr. *O'Loughlin.*—That has never been acted upon. I did not expect that the inquiry would develop into this.

Mr. *Martin.*—If you get the length of deciding hereafter that you would form a Scheme that would deal with this Widows' House and School, then I would ask that you would give us another opportunity of being heard.

1903. Dr. TRAILL.—Don't take me as saying that we could compulsorily deal with the Almshouse, the Judges may declare the whole thing to be exempt as regards the Educational Endowment. If they declare the Educational Endowment within our jurisdiction, we are going to frame a Scheme, then it would seem to us that if you could agree on a plan that would bring the non-Educational Endowment into the Scheme it would be better. Owing to the fact that we have held our inquiry before the 31st March, we have now up to the end of the year for the framing of a Scheme.

The Inquiry then concluded.

PUBLIC SITTING—WEDNESDAY, MARCH 29, 1893.

At the Schoolhouse, Cabragh.

Present:—A. TRAILL, Esq., LL.D., M.D., F.T.C.D.; Rev. H. B. WILSON, D.D., Assistant Commissioners.

The Assistant Secretary, F. REDMOND, B.A., was in attendance.

THE CABRAGH SCHOOL AND M'CREIGHT ENDOWMENT.

H. Harris, Esq., Solicitor, appeared for Mrs. Anne M'Creight.

Dr. TRAILL made an opening statement.

1904. Dr. TRAILL.—I had better read the will of Mr. Andrew M'Creight, from which this Endowment dates.

Mr. *H. J. Harris,* Solicitor.—I think they all know it, sir; I have handed them each a copy of it.

1905. At any rate the material part is:—

"Whereas it is my intention and desire to establish a Daily and Sunday School in the said lands of Cabragh for ever for the education of the children of the poor, gratis, and for their instruction in religious knowledge, particularly in the Holy Scriptures . . . I direct, and it is my will that my said trustees and the survivors of them and his heirs shall for that purpose stand seized and possessed of the School-house and of the half acre of ground in Cabragh aforesaid, whereon the Schoolhouse now stands, and which has heretofore been held with it, and shall out of the rents, issues, and profits of all said lands annually apply £50 a

March 29, 1893.

year forever in keeping up, repairing or building, and in supporting such Daily and Sunday School at Cabragh, and in purchasing Bibles and such other books as may be necessary for said School, and also in paying a yearly salary to such proper, pious schoolmaster as aforesaid, and to his successors, such proper, pious and faithful schoolmasters at Cabragh School for ever . . . I appoint the said Andrew M'Creight and the said Thomas Crawford executors of this my will."

Then he says at the end, after giving legacies of £100 to the different Societies :—

"That my said trustees, whom I also appoint executors of my will, shall place at interest the sum of £100 sterling, the interest whereof is to be forever applied to the support and maintenance of a Sunday School at Clare, in the Co. of Armagh, where I have had one, and to the support of a schoolmaster to teach the same, and I hope care will be taken to have a pious teacher for the same."

The only reason why we are making this inquiry rather suddenly at the end of the time is that our Commission winds up, as far as the Act of Parliament is concerned, on the 31st of March; and, although it will be extended by the Lord Lieutenant to the end of the year, it will only be for the purpose of finishing such schemes as we have taken up before the 31st March, so we had to ascertain to-day or not at all if there is any necessity for a Scheme.

Mr. *Harris.*—So far as I can make out the tenantry here, who are more interested in this Endowment than anybody else, don't wish the Endowment interfered with at all; all they want is that the School here should be a good School, and continued as heretofore. They are dissatisfied with the teacher; it may be that they would like to be under the National Board.

1906. Dr. TRAILL.—Our action is not for the purpose of upsetting you or doing you harm, but to facilitate your work, and get you as much liberty as you like, to go under the National Board.

Rev. Dr. WILSON.—We could give you power to go under the National Board.

Mr. *Harris.*—We did not know about that; we thought perhaps you might want to take away the Endowment from the people here.

Rev. Dr. WILSON.—We want to carry out the will. In the case of Rathmines in Dublin, where they were under restrictions, because it was a Scriptural School, they are getting a Scheme from us, and getting power to be connected with the National Board.

1907. Dr. TRAILL.—I think we will examine Dr. MacLaurin. Are you not manager of the School?

Dr. *MacLaurin*—No, there is no manager, I am the Rector of the parish.

1908. Who appoints the schoolmaster?

Mr. *Harris.*—The schoolmaster was appointed by my predecessor, who was the agent of the present owner of the estate, Mrs. M'Creight. He was a schoolmaster called William Johnson, he was here for a number of years and on his death his daughter was appointed; I have been only two years agent, and know almost nothing about the management.

1909. Who represents the owner now?

Mr. *Harris.*—I do, I am the agent.

1910. Who is the owner?

Mr. *Harris.*—Mrs. Mary Ann M'Creight, of Warrenpoint, widow of the late Andrew M'Creight.

1911. Is there any question about this being open to all denominations, or is it entirely a Church School?

Mr. *Harris.*—I would say it is entirely a Church School. As I understand there was a Commission held here in 1858, Dr. MacLaurin read it in the Bluebook in the Library at Armagh, but he did not think of bringing it here.

Dr. *MacLaurin.*—I was to long at the Bluebook in the Library at Armagh, and it appears that in 1858 Reading, Writing, Grammar, Geography, Arithmetic Mensuration and Book-keeping, Holy Scripture and the Church Catechism were all taught in this school, the number on the roll was 60, and the average attendance was 30, and there is an extract from the Will appended in the Bluebook, which says "the schoolmaster ought to be a pious man and capable of preaching."

1912. Dr. TRAILL.—Those are the very words here "enforced upon them by the schoolmaster or teacher who must be a pious man and capable of preaching." Is the Schoolmaster here?

Mr. *Harris.*—Mrs. Milligan is the school teacher.

1913. I think we had better take her evidence about the state of the school. What are the numbers in the school?

Mrs. *Milligan.*—23 on the roll.

1914. What is the average attendance?—Some days 15 and some days 12, there is a very bad attendance about here.

1915. Are you a trained teacher?—I am not, but Mr. M'Creight put me in after my father died.

1916. What was your father's name?—William Johnson.

Mr. *Harris.*—I think the reason she was put in was that she was to qualify to become a trained teacher, but she got married, and I think that rather put an end to the qualifying.

1917. Dr. TRAILL.—How long is it since you came in?—(Mrs. *Milligan*)—My father will be four years dead on the 9th August, and I was teaching a year before he died.

1918. Is there any other school within reach of you?—Tamnamore and Tandragee.

1919. What is the nearest school?—Tamnamore, about three quarters of a mile from here.

1920. Whom is it under?—Under the National Board.

1921. Who is the manager?

Mr. *Harris.*—Mr Sinton, a layman.

Mr. *R. Sinton*, a parishioner.—There would be plenty of children to attend here if there was a teacher. What is the use of their coming if there is no teacher?

1922. Dr. TRAILL.—I do not think, with all respect to the teacher at present, that she is carrying out the terms of the will. The teacher is to be a pious man. I am not saying that you are not pious, but you are not a man.

Mr. *Sinton.*—There could be a fine school here.

Robert Sinton.

Robert Sinton examined.

1923. Dr. TRAILL.—Have you any children yourself?—Yes, sir.

1924. Of an age to go to school?—I have one going only now; but these last ten years back I had to send them to other places.

1925. How many children do you think there are in the neighbourhood that would come here if there was a good teacher?—There could be any amount of children raised here. There could be a good school raised here.

1926. If it was put under the National Board?—As it is, and the salary for it. If there was a competent teacher here there would be plenty of children to come.

1927. Under the will it should be a male teacher, and there is no reason it should not be put under the National Board, because, although it says the teaching is to be in religious knowledge and in the Holy Scriptures, that could be done under the National Board.

(*A Female Parishioner*).—Any other than the National School dwindles away in a while.

1928. Dr. TRAILL.—Have you children, too?—Yes, I am sending one to Tandragee, and he is a better scholar at eight years old than my five sons, who are all at business in Belfast, and weighty business.

Mr. *Sinton.*—Tamnamore School is in a thickly populated part of the country, and there is no use in children going there from this. It is a small School beside Laurel Vale Factory, and this is more than two miles from any School.

1929. Dr. TRAILL.—You think this is the most convenient place for a good school?—It is very much indeed.

1930. Do you live on the premises?

Mrs. *Milligan.*—Yes, sir.

1931. And your husband with you?—Yes.

1932. What is your occupation?

Mr. *Milligan.*—A carpenter.

1933. Did you come into the premises to her, or had you any premises of your own?— No.

1934. Had you no premises of your own?—No.

1935. I suppose you could set up for yourself if you tried?—I could surely.

Rev. *W. M'Endoo.*—Suppose you gave powers to put the School under the National Board, in what position will that put Mrs. M'Creight and her representative with regard to the control of the School?

1936. Dr. TRAILL.—It won't make any difference. Who has the appointment of the master at present?

Mr. *Harris.*—Mrs. M'Creight.

Rev. Dr. *MacLaurin.*—I suppose Mr. Harris could be the manager of the School?

1937. Dr. TRAILL.—Oh yes; we could carry out any Scheme that would be agreeable to you.

Mr. *Harris.*—I would greatly prefer to put it in the hands of the clergyman of the parish.

1938. Dr. TRAILL.—Suppose we draw a Scheme on the lines of this will, and appoint the clergyman of the parish as manager so long as he is willing to act, and allow him to put the School under the National Board, and make no change except to allow them to get a good and efficient teacher. What money do you pay?

Mr. *Harris.*—£46 3*s.* 1*d.*

1939. The £50 is to keep up and repair the Sunday and Daily School?

Mr. *Harris.*—They have to buy books; so the whole money could not go to the salary. It would be well to appoint a small governing body.

1940. Have you any Church Wardens or Vestrymen that you would like associated with you, you would still be the Manager.

Dr. *MacLaurin.*—There are some of my parishioners round here.

Rev. Mr. *M'Endoo.*—I should explain to you the position here; this is in Mullabrack parish, but it is close to Tandragee, and the people here are all Church people, and come to Tandragee Church.

1941. Dr. TRAILL.—Are they parishioners of Mullabrack?—

Rev. Mr. *M'Endoo.*—Yes.

1942. Is this a long distance from you?

Dr. *MacLaurin.*—It is. There is nothing almost in Ireland requires re-arrangement more than some of the parishes. My parish comes within a mile of Tandragee, and people living here won't go three miles to Mullabrack, when they can go into Tandragee, they are accustomed to go into Tandragee for the doctor and markets.

1943. With whom would you wish to be associated, as the Governing Body?

Dr. *MacLaurin.*—I would like to have Mr. M'Endoo.

1944. And you will still be manager as Rector of the parish?—Yes.

1945. Is there any other suggestion you would make, have you any Church Wardens or Select Vestrymen?—Sometimes the Church Wardens would be near, and sometimes more distant, there is Mr. Robert Sinton, for instance.

Rev. Mr. *M'Endoo.*—Suppose it is not put under the National Board, suppose they cannot raise the number of children, these people talk about children, but I know the country better than they do, suppose there is not a qualifying number of children, there should be some provision made.

1946. Dr. TRAILL.—We only give you power to go under the National Board, it won't alter the other arrangements. Dr. Wilson here, is one of the Commissioners of National Education. The money will be more valuable when you have it under the National Board, because you can devote it to prizes.

Mr. *Harris.*—It would be a Non-Vested School of course.

Dr. *MacLaurin.*—My idea about this School always has been, that it was a pity it was not put under the National Board, and then with the aid from the National Board, we could command a very good teacher, and we would have a very good School, there is a radius of from one and a-half to two miles, that forms a circle of perhaps nine miles round.

1947. Dr. TRAILL.—As far as I could give you advice in the meantime, my first suggestion would be, especially to Mr. Harris, who is responsible, or the persons whom he represents are responsible for the present state of affairs, that to carry out this will, you must appoint a schoolmaster, giving reasonable notice, or compensation, if you like, to the present mistress. We will draw a scheme for you, and frame it on the lines on which we have framed a great many like this. We will put on the clergyman of the parish, and the clergyman of the adjoining parish, making the clergyman of the parish the Manager in the first instance, and if at any time he did not choose to act, the clergyman of Tandragee might be put on, but considering the distance both clergymen live, you, of course, or someone named by Mrs. M'Creigh, would be on; besides the clergymen, some persons who would take an interest in the neighbourhood, some of the farmers round, should be selected. Generally we put on some of the Church Wardens or Select Vestry, but you say some might live too far away.

Dr. *MacLaurin.*—The Select Vestry does not live this side at all, this is within one and a-half miles of Tandragee.

The inquiry then concluded.

PUBLIC SITTING—SATURDAY, JULY 1, 1893.

July 1, 1893.

At the Office, 23 Nassau Street, Dublin.

Present:—The Right Hon. Lord Justice FitzGibbon, Judicial Commissioner; and Anthony Traill, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. Wilson, D.D., Assistant Commissioners.

The Acting Secretary, F. Redmond, B.A., was in attendance.

SCHEME No. 161.—RATHMINES TOWNSHIP SUNDAY AND DAILY SCHOOLS.

Objections and Amendments.

The following were present:—Rev. *S. M. Harris*, M.A.; *J. E. Oram*, Esq., M.A., M.E.; *G. T. B. Vanston*, Esq., LL.D.; *Jos. E. Smeeth*, Hon. Sec.; Rev. *J. M. Hamilton*, M.A.

1948. Lord Justice FitzGibbon.—As is usual in such cases, we have appointed this Public Sitting to consider the objections and amendments to the Draft Scheme, and at this stage, although the responsibility for whatever is done rests on the Judicial Commissioners, our colleagues always assist us. I am in a position to deal with this case as a purely Protestant one, from the circumstances of the foundation. The Rathmines Township Sunday and Daily Schools were founded in 1852, under a resolution, which stated that.

"It had occurred to many of the Protestant inhabitants of the township of Rathmines that that populous and improving township required provision to be made for the religious and secular education of the children of the township and neighbourhood more proportionate to their wants than the Schools then in existence supplied."

I believe there never has been any contribution to these Schools from any Roman Catholic source, and the terms of the original resolution contemplate a Protestant School. The original rules are to the same effect. Rule 15—

"That the Trustees shall not have the power at any time to connect the Schools with any Society whatever which would restrict the free use and circulation among the scholars of the Holy Scriptures, and the Trustees shall, on the contrary, uphold by every means in their power the Scriptural character on which the Schools have been originated, and which it is the special object and purport of this deed to perpetuate."

Each Trustee was to sign a declaration of his

"desire to extend the blessing of Religious Education to all classes, and to see the Holy Scriptures in the hand of all that are able to hear them,"

and of his

"determination to maintain the Scriptural Protestant principles on which the said Schools were established."

Those words show that this is a purely Protestant Institution, but one to which all persons adopting Scriptural Protestant principles were equally expected to contribute, and they were equally entitled to share both in the management of the Schools and in the benefits connected therewith, as pupils and otherwise. These Schools have met the ordinary fate of almost all schools set up in opposition to the National system of education; the vast majority of the children have gone to the National Schools which have larger means and offer greater advantages. It was proved to us, in the course of the inquiry, that a great number of the Protestant children of the immediate neighbourhood of these Schools go either to Dr. Neligan's National School, which is about a mile off, or they go even further, to Kildare Place; all the Presbyterian children go to other schools, whether to Kildare Place or not I am not aware, for there have been no Presbyterian children on the roll for a long time. But the history of the Schools shows that the buildings were originally acquired by public subscription, and the subscribers belonged to different denominations of Protestants.

Dr. *Vanston*.—A few—not a great number.

1949. Lord Justice FitzGibbon.—The largest subscriber mentioned was Mr. Purser, who was a Moravian; he gave £10 a year. The fundamental principle was education upon general Scriptural Protestant principles, as distinguished from those belonging to any particular denomination. But like many schools of the kind, the Schools have fallen practically into the hands of one denomination. They would have been closed long ago, as far as I can see, but for their having been adopted as a sort of Parochial School in connection with the Rathmines Parish Church, and the buildings, which are not now in very good repair, have been used for purposes in connection with the Church when not wanted for school purposes. They were from the first both Sunday and Day Schools, and they soon became the Sunday Schools of the Parish Church. Though this is a case over which the Commission might have compulsory jurisdiction, we would not deal with the Schools against the will of those who have had the place in their hands, and have maintained the Schools for many years past, for the reason which, I am sure, will commend itself to everybody, that if we were to try to act against the will of those who are maintaining the Schools now, the only result would be to deprive them of whatever support they have, and leave no means to carry them on. There is no property but the buildings, the Schools owe money to the Treasurer, and they are wholly depending on subscriptions.

Mr. *J. F. Smeeth*.—They are not in debt now.

1950. Lord Justice FitzGibbon.—I am glad to hear that you have got out of debt, but you have no money except what you get from your subscribers. The original proposal of the Committee, when they applied for a Scheme, appeared to us to do what Mr. Hamilton imagines we have done, to make this School the property of one denomination. When we discussed the matter in November last, we were of opinion that we could not do that; that the claim which the Rathmines Congregation have on the buildings and Schools is the claim of subscribers, because they have been maintaining the Schools with their money, they have got possession of them; but it is only by virtue of their right as subscribers that we could give them any beneficial right to the School in the future. Accordingly, we put in a provision that if the Congregation of Trinity Church subscribed certain sums of money, they should in return not merely vote with the general body of subscribers, but should have *ex-officio* representation on the Governing Body. After some discussion, the terms which seemed to commend themselves to those who were here on the last occasion were that they should contribute £20.

Dr. Traill.—£10.

Lord Justice FitzGibbon.—The contribution was reduced to £10 in the Draft Scheme, as the official

qualification in respect of which the Vestrymen were to elect two Governors, and all subscribers exercising the privileges they have at present were to have the election of certain other Governors. In the course of the sitting it was discussed whether the number of Governors should be nine or eleven, and it is now to be considered which would be the better number. We have got certain amendments proposed by the Committee, which are all, I think, amendments to which we have no objection. They want to put in what may, to some extent, meet Mr. Hamilton's objection; they want to declare expressly that each Governor shall be a member of some Protestant denomination. They do not suggest any unwillingness to receive subscriptions from any such denomination, and to give representation in return. The other amendments are formal and unobjectionable, and we need not waste time over them. But we have also got an objection from Mr. Hamilton, who is "instructed by the Presbytery of Dublin to object to Scheme 161, for the future government of the Rathmines Sunday and Daily Schools. These Schools were erected by the subscriptions of persons of various denominations, some of whom were Presbyterians; of the five original Trustees, one was a Presbyterian and two Moravians. The Presbytery objects to this Scheme because it proposes to make those Schools the exclusive property of one denomination" The Scheme does not propose to make the Schools the exclusive property of one denomination, but it is only fair to say that as matters stand at present, that is the effect so long as the great body of subscribers remain of the one denomination. If subscribers came forward from other denominations to a sufficient amount, they could elect a certain number of Governors. But as the Scheme is now framed, the subscribers could never have more than four representatives.

Mr. *Vanston.*—They would always be in a minority.

1951. Lord Justice FITZGIBBON. — They would always be in a minority, so long as the congregation continued to subscribe £10, and that does seem rather a heavy representation for the £10 a year, and we would be glad to consider any modification that would commend itself to you all with a view of meeting that objection. We should be glad now to hear Mr. Hamilton; I don't know whether he has seen the evidence that we took on the subject. The substance of it, in addition to proving what I have already mentioned, was that the Schools cannot be efficiently carried on without joining the National Board, and the first question was whether we could allow them, consistently with the original trust, to join the National System; we had a precise case in point, in the Nicholson Schools, Lisburn, with this pleasant difference in favour of the present instance, that the Nicholson Scheme was bitterly opposed by some of those who represented the original founder. Here all want the change. We made a provision in the case of the Nicholson Schools which stringently secured daily Scriptural education for all the children willing to receive it, but enabled the Schools to take a National Board grant. In other words, we treated Scriptural teaching as a thing not to be mixed up with arithmetic or spelling, but nevertheless to be given daily in accordance with the rules of the National Board as to religious teaching. Of course as National Schools, they must be "open" to the children of all denominations, but many institutions are "open" to people who never go into them, and there is really no difference between the religious education which may be given in National Schools from that given in other schools, where the schools are exclusively attended by children of one denomination. National Schools now equally include Roman Catholic schools, Convent and Monastery schools, old Church Education schools, and Presbyterian schools, and where the attendance is denominational religious education is effectively given to all the pupils. We would wish to call Mr. Hamilton's attention to the evidence as to the present condition of the School, that although under the deed it is open to all Protestant denominations, yet for many years it has been practically connected with the Congregation of Trinity Church, Rathmines, and an exclusively Church School in fact. *July* 1, 1893.

Mr. *Vanston.*—I should have said from the very commencement.

1952. Lord Justice FITZGIBBON.—I may read the evidence* we have.

"There are no members of any other religious denomination now connected with the Committee. I believe there is not a single Presbyterian pupil, and practically the schoolhouse is used for all parochial purposes in connection with Trinity Church, Rathmines."

But when Mr. Smeeth proposed these *ex-officio* Governors Dr. Wilson asked—

(Q. 578) "If you are about to tie this to your Trinity Church have you consulted the representatives of the original subscribers?"

The answer was that virtually all the present subscribers are members of Trinity Church. Dr. Wilson asked about the original subscribers, and it was said that they were dead, and their representatives could not be found. Then I said—

(Q. 580) "They must represent themselves by subscribing money, the annual subscriptions are your income, and you have no accumulated funds."

Every opportunity should be given of hearing the views of anyone who represents the original subscribers, and the objection of Mr. Hamilton is very much in that position. I should be glad to make these Schools what they originally were intended to be, Schools thoroughly available for Protestant pupils of all denominations in Rathmines, and to do that without alienating the support of the Congregation that has supported them so long. I may mention one or two more or less analogous cases: the Methodist Female Orphan School was not originally connected with any Methodist Congregation except by a provision that the children should attend a Methodist Meeting-house on Sunday afternoon, but they were to attend in the morning at the Parish Church. The Orphanage, having got a donation of £1,000, ultimately came to be connected with the Centenary Methodist Church in St. Stephen's Green, and for many years was supported by that Congregation. We heard the Rector, who objected to our perpetuating this connection, but we nevertheless gave him no *locus standi* on the Governing Body, as he had no subscriptions to qualify him, and ultimately he accepted the Scheme, which passed as it was. There were one or two cases in Belfast where schools, generally having some endowment given by a member of the congregation, had been taken up by a particular Congregation. In those cases we confirmed and perpetuated the connection of the Congregation with the schools, as offering the best chance of carrying them on. We shall now hear what Dr. Hamilton may wish to put forward in the way of a proposal to meet this particular case.

Dr. *Vanston.*—And the ground of his proposal and the extent of his claim.

Rev. Mr. *Hamilton.*—I had not heard anything of this Scheme until my attention was called to it by some of the inhabitants of Rathmines and Rathgar, and I then, as was my duty, brought it before the Presbytery, and we ascertained that a number of the members of our Church contributed very largely to the building of these Schools, and also subscribed to the Schools. Their object was that a good educational institution should be provided for the township of Rathmines not connected with any one denomination of Protestants, but available for all the Protestants of the district. It was felt to be very necessary that some such institution should be provided in the circumstances in which Rathmines was then placed, and when the matter was brought before the Presbytery, and the Scheme was considered, it seemed to us that whilst nominally you may not say it is to be connected with the

* *Supra*, p. 84, Q. 572, Dr. Vanston.

July 1, 1893.

Episcopal Church definitely, still practically the Board of Governors that you propose will make it an Episcopalian institution, entirely and exclusively under the control of one Congregation in that township, the Congregation that, perhaps, in proportion to its numbers and to its means, gave less than one of the other Congregations. One of the Trustees, Mr. Drury, was for many years one of the leading members of the Presbyterian Church in the city, and from my knowledge of him, and of his children, I may say that it never was his intention to give money to the building of an institution that was to be exclusively in the possession of the Episcopalian Church, and his design, of course, was that it should be for the benefit of all the Protestants of the district. I may say, also, from my own acquaintance with Mr. Purser, that his was the same idea, because on the very last occasion that I had the pleasure of conversing with him, he expressed his regret that the Rathmines School had not been so successful as he desired, and that it had not attracted the children of the district as he hoped when he gave his money for the erection of the School. The Presbytery of Dublin feel that we have a right to something like the same opportunity of appointing *ex-officio* governors, in the event of our people contributing, as the Episcopalians are required to do, and possibly, it would meet the necessities of the case, to provide that, in the event of the Presbyterians contributing as much as the Episcopalians are required to do, we shall have the same right to appoint *ex-officio* governors as they have.

1953. Dr. TRAILL.—Have you any Presbyterian Schools there?—Not one.

1954. Dr. *Vanston.*—Has Mr. Hanson no school?—No, he has not a day school.

1955. Dr. TRAILL.—Where do the Presbyterian pupils go?—A number of them come to my school at Donore, a number go to Kildare Street, and a number to Marlborough Street.

1956. Lord Justice FITZGIBBON.—They all go to National schools?—Yes; that is the reason why our children have not gone to Rathmines. Our children look for, perhaps, a rather higher grade of education than a good many Episcopalian children accept, and the parents withdrew them, and would not have them go to a school which was simply a Church Education School, which they knew to be an inferior class of education.

1957. Dr. TRAILL.—They object, then, to the original foundation principles?—No, but they object to the education that was given.

1958. That education was the necessary result of the principles of the foundation?—No, I don't think it was necessary

1959. Mr. *Smeeth.*—Would there be a probability of any or many Presbyterian children attending these Schools?—I am not the minister of Rathgar, but I should say that if you give a good education, Presbyterian children would go there readily.

1960. Rev. Dr. WILSON.—They would certainly go to the most convenient place?—And the best school.

1961. Lord Justice FITZGIBBON.—If this School is made a National School, and improved, there probably would be some Presbyterian children to go there?—I have not the least doubt.

1962. We ought to take care that the Scheme shows that the School is to be so managed as to be equally advantageous, so far as secular instruction is concerned, to the children of all Protestant denominations—that was intended in the beginning—but the difficulty about giving you *ex-officio* representation is that the Schools have been maintained for a considerable number of years entirely by the congregation of the Parish Church. Here is the evidence:—

(Q. 596, *Supra.*) "The Church might, as it has done for years past, give its annual sermon. Sometimes the collection amounted to £20, sometimes to £15, but if one sermon did not produce the sum specified, two might do; and therefore, the Church might fulfil all you lay upon it in that respect."

Mr. Harris told us in November that the Church contributions came to something like £120 a year.

Rev. *S. M. Harris.*—£116, and all that from the congregation.

Dr. *Vanston.*—I want to enter into the matter a little more fully, because I have materials at hand for doing so. Dr. Hamilton said a large number of members of his denomination contributed to the erection of the Schools, I say nothing about Moravians because they are not represented here, but I have gone over the list of original subscribers, and only two that I am aware of—Mr. Todd and Mr. Drury—were Presbyterians, they gave £10 each. Mr. Purser gave £100, and by subsequent gifts gave £100 more. But except those two, as far as I am aware at all events, there were no further Presbyterian subscribers, and the total amount of the original subscriptions was £625 18*s.* 0*d.*

1963. Lord Justice FITZGIBBON.—That is what produced the buildings?

Dr. *Vanston.*—Yes, the buildings cost £640.

1964. Rev. Mr. *Hamilton.*—Have you the list of the subscribers?

Dr. *Vanston.*—Yes, (*producing Minute Book,*) at page 54.

Mr. *Smeeth.*—Besides those who are already specified, there were the Findlaters, who paid £40 between them.

Dr. *Vanston.*—They contribute to the present time, they are the only continuing Presbyterian subscribers. I want to say a few words in reference to the character that the founders wanted to impress on these Schools. The first minute is dated November 17th, 1851; all the meetings previous to the erection of the buildings were held in the Vestry, or in the Church itself. A committee was appointed for the purpose of considering the erection of buildings, and this is the very first note in the book—"with a view of placing our Schools under the superintendence and management of the clergyman of the district in connection with the Committee." It was plainly intended that this should be a School, if possible, in connection with Trinity Church, Rathmines, and it was a mere accident which prevented this being carried out. The next meeting of the Committee was held in the Church, and on that occasion the Rev. Mr. Shire was appointed a member of the Committee, the third meeting was held in the Church, with Mr. Parker in the chair, and Mr. Drury was present, and the result was that "with a desire to join heartily with the Rev. Mr. Shire," who had been recently appointed, "to provide accommodation for the Sunday and Daily Schools," a Committee was appointed, consisting of Mr. Shire, Mr. Parker, Mr. Drury, Mr. Purser, and others. The next meeting was also held in the Vestry, and Mr. Drury was present, and Mr. Shire came forward and submitted rules. A public meeting of the Protestant inhabitants was held in the Church, on February 3rd, 1852, and the rules were submitted, and these were some of the rules:—"That the clergymen of Trinity Church should have the exclusive use of the schoolroom on Saturdays;" and rule 10: "That the clergymen should have the superintendence so long as their conduct be in accordance with these rules;" and "That the clergyman should be the chairman."

1965. Lord Justice FITZGIBBON.—What is the date of that appointment?

Dr. *Vanston.*—February 3rd, 1852. Archdeacon West was then approached on the point of his joining the Committee, and lending his sanction to the undertaking. He was the Rector of the Parish, but before they approached him on the subject they had prepared a circular, and enunciated some sentiments which were distasteful to him, who happened to be an upholder of the system of National Education. In that circular

they stated that scriptural teaching was the only true basis for secular education, and matters of that sort. He proposed an alternative circular, they said they would withdraw their circular, but could not adopt his. He also complained of the rule, as being needlessly ungracious, that the clergymen should have the superintendence so long as their conduct should be in accordance with these rules. Consequently he could not come to terms with the Committee. Then they had a correspondence with the Church Education Society as to connecting themselves with that Society.

1966. Dr. TRAILL.—That is an exclusively Church Society?

Dr. *Vanston*.—Quite so. They did not think of connecting themselves with the Presbyterian or Methodist Society, in fact, so far as we can gather from the minute book, the existence of any other religious body outside the Church of England was never contemplated.

Dr. TRAILL.—They took their money.

1967. Lord Justice FITZGIBBON.—Although no doubt Church people were taking the leading part, the idea did not occur to anybody that there was to be any distinction between one Protestant denomination and another. Let me refer to the evidence we already have from the Committee.

(Q. 576.) "We want to get a combination of the Nicholson Scheme and the provisions of our own trust deed. We would be satisfied with the Incumbent and Churchwardens of Trinity Church, Rathmines, as *ex-officios*. Then there should be one or two Representative Governors appointed by the Select Vestry, and the majority should be elected out of the ten shilling subscribers as at present."

The present constitution is extremely simple, the Committee consists of Subscribers, and five Trustees, whom the Sub-scribers are supposed to elect. As a matter of fact, the Schools are now entirely dependent upon subscriptions. Dr. Molloy asked,

"Would you object to Presbyterian Subscribers, and would you give them a vote?"

Mr. Harris answered—

"We would not object."

Mr. Smeeth said—

"We would be very glad if they would keep up their old status, and subscribe and take part in it."

Dr. Molloy said—

"You don't want to narrow the constitution established by this deed."

Mr. Smeeth answers—

"No."

If we give effect to that, and allow the majority of the Governors to be elected by the Subscribers to the Schools and provide that the Schools are to be in all respects equally open to children of all Protestant denominations, I don't see what more we can do.

Rev. Mr. *Hamilton*.—You would not give the same facilities to the appointment of *ex-officio* Governors?

1968. You would practically get more if you subscribe, because you would elect then whom you pleased. I was not aware that so far back as 1852 the Subscribers made the Incumbent their Chairman.

Dr. *Vanston*.—The rule was proposed, but there was a difference with Archdeacon West.

Rev. Mr. *Hamilton*.—Looking over this list, I find persons whom I know to be Presbyterians subscribed £85.

1969. Lord Justice FITZGIBBON.—You need not trouble yourself with that, because it is acknowledged that from the beginning there were subscriptions from members of different Protestant denominations, and that the basis of the School was Protestant as distinguished from any one denomination. We could hardly meddle with the use of the buildings on Sundays, and things of that sort, because I think it is clear they have always been so used in connection with the Church.

Rev. Mr. *Hamilton*.—The Presbyterians have a Hall immediately adjoining, so it would not be necessary, but we certainly do want, if we can get it, some share in the management of the School.

1970. You want to have the School so conducted as to be really open to Protestants of all denominations with confidence in the management?

Rev. Mr. *Hamilton*.—We could not have that if it be so immediately tied to Trinity Church.

Rev. *S. M. Harris*.—They are now Sunday as well as Daily Schools.

1971. Lord Justice FITZGIBBON.—In the North there are several places where Dr. Wilson and Dr. Traill have had to deal with buildings equally wanted on Sundays by both Presbyterians and Church people.

Rev. *S. M. Harris*.—Here it is not.

1972. We have had to try several solutions of that difficulty, giving the buildings to one in the morning and to the other in the afternoon, and the like, but in this particular case there is no suggestion that the buildings are wanted out of school hours for any purposes but those of the Church Congregation.

Rev. *S. M. Harris*.—The state of things in Rathmines is utterly different now from what it was when these Schools were started; there was then no Protestant Church except our own, and there were no schools, so they could have a general Daily School and a general Sunday School. Now it would be utterly impossible to have a general Sunday School, because the Presbyterians and Methodists have their own. We have now 420 children upon our Sunday School roll, all from our own congregation, and you would have to face this difficulty about a mixed Board for these Schools,—that I, as the Rector who has charge of the spiritual education of these children, would have nothing to do with a mixed Board for the Sunday School. I should remove the Sunday School at once.

1973. I would leave the arrangements as they stand with regard to the Sunday School. The Phibsboro' Schools are used as Sunday Schools for the Phibsboro' congregation, though open to all denominations as Daily Schools; but I think you ought to preserve the old basis of the Daily Schools for all Protestant denominations. You suggest that yourselves, and, having regard to the fact that the Subscribers have always had the whole thing in their hands, I don't think we ought to give them less than the power of electing a majority of the Governors. You should have a graduated scale, so that you could not elect more than a certain number of representatives of Subscribers regulated by amount.

Mr. *Smeeth*.—Would Dr. Hamilton say whether those he represents wish to affect in any way the Sunday School?

Rev. Mr. *Hamilton*.—We don't wish to interfere with the Sunday Schools of Trinity Church in any way. I am sure not. We would merely like to have something to do with the management of the Daily Schools, because there is great need of them in the Township.

1974. Lord Justice FITZGIBBON.—There is another thing which we may do, and have done in other cases—that is, to provide that so long as children of different denominations attend the Schools, the rules of the National Board as regards vested Schools should apply to them. The effect would be that during the time set apart for religious instruction their own clergymen or teachers may attend. That rule applies to every vested School, and to every School built with public money, and it works satisfactorily. How many Schoolrooms have you?

Mr *Smeeth*.—Two, with folding doors.

1975. Dr. TRAILL.—What are the respective sizes of the rooms?

Mr *Smeeth*.—30 feet × 40 feet.

1976. Rev. *S. M. Harris*.—Can I ask Mr. Hamilton whether he has any means of ascertaining how many Presbyterian children there are in the neighbourhood who would be likely to come to us?

Mr. *Vanston*.—He has not suggested there would be a single one.

Rev. Mr. *Hamilton*.—I know there is a very large Presbyterian population in the district.

Rev. *S. M. Harris*.—But they are not of the class that would attend that School.

July 1, 1893.

Rev. Mr. *Hamilton.*—I don't know that. I have opened a school within the last eighteen months, and we have close upon one hundred children on the roll.

1977. Lord Justice FitzGibbon.—You might fairly expect that some of the children who now go to Kildare Place would go to this School.

Rev. *S. M. Harris.*—I don't know of any Presbyterians who are going to Kildare Place.

1978. Mr. *Smeeth.*—Where is your School, Dr. Hamilton?

Rev. Mr. *Hamilton.*—At Donore, South Circular Road.

Mr. *Smeeth.*—Yours is another congregation, quite distinct.

Mr. *Oram.*—You would not expect that any of your children would come up to us?

Rev. Mr. *Hamilton.*—I don't know, I have some children from Harold's Cross, and they might be tempted to go to Rathmines.

Rev. *S. M. Harris.*—Mr. Hanson's congregation are so well-to-do that their children would not go to such a school.

1979. Dr. Traill.—It is mostly poor children who go to your School?

Rev. *S. M. Harris.*—Yes, or those whose parents have less than £200 a year.

1980. Lord Justice FitzGibbon.—Judging by experience, if you had a National School in Rathmines under a first class teacher, I believe you would find your numbers would at once become very large. At St. Peter's Schools, we had a great many Jewish children until they opened a school of their own, and a considerable number of Presbyterians also attending our Parish Schools because they were National Schools, until you opened the Donore School.

Rev. Mr. *Hamilton.*—We had seven Jewish children up to the day after the Synagogue was opened, and my school, although a National School, has become the fashionable school of the district; the children of all the respectable people are coming to that National School because they get there a better education than in the private schools of the neighbourhood.

Dr. *Vanston.*—We claim the preponderating influence in the Rathmines Schools.

1981. Lord Justice FitzGibbon.—I have not the slightest doubt you would have that, and justly, but at present you have it exclusively.

Dr. *Vanston.*—From the first it was contemplated to put the Schools in connection with Trinity Church, but the mere accident of Archdeacon West being a supporter of the National Board prevented that being done, we have supported that school to the extent of 90 per cent. of the contributions for forty years, and practically we have managed it exclusively and entirely. In looking through the book the name of Presbyterian or Methodist or any other denomination does not appear in any way. The Schools are inadequate for parochial purposes, we contemplate altering and adding to them, but unless we, the Select Vestry of Trinity Church, get a preponderating influence so that we can maintain it, I certainly say, as a member of the Select Vestry, that we would not be prepared to make any alteration or improvement in these Schools which might, by an influx of Subscribers, be for the benefit of another denomination.

1982. Lord Justice FitzGibbon.—No influx of Subscribers could fail to bring in church subscribers in larger numbers than others, I don't know how the amount of the Church contribution was reduced, but I think the original figures that we asked from the congregation were not too large.

Mr. *Smeeth.*—Yes, I was quite surprised to find that the sum fixed in the Scheme was altogether different from what was mentioned here.

1983. I think £20 a year is quite little enough to put down as the contribution of the congregation for the *ex-officio* Governors, and another £20 for the additional two; I think we might leave the election of not more than five other Governors to the Subscribers. The Governing Body would be nine to begin with, and if the subscriptions rose above a certain amount, corresponding to that given for the *ex-officios*, there should be two more.

Mr. *Smeeth.*—I believe that is taken notice of in our amendment.

Dr. *Vanston.*—On further consideration we prefer that the original clause as to the election by Subscribers should stand, it leaves a greater discretion as regards procedure.

1984. Lord Justice FitzGibbon.—We have always tried to persuade people coming in here for Schemes to leave themselves free.

Dr. *Vanston.*—We would ask that the clause should stand substituting five for four.

1985. If you had five representing Subscribers, and no one individual Subscriber could vote for more than three out of five, you would always have a minority representative.

Dr. Traill.—I would rather give separate groups of ten their representative, if there were 10 Presbyterians give them a representative, and ten Methodists, give them a representative. Mr. Hamilton's point is that as long as the others had a majority his ten would be no use.

1986. Lord Justice FitzGibbon.—His point is not a question of a majority, it is to have some one to look after his own children. It would be satisfactory to have some one to look after the Presbyterian children, not at all by way of dividing against the rest You don't want a majority, Dr. Hamilton?

Rev. Mr. *Hamilton.*—Oh, no. We are quite willing to fill the second place, if we can get any place at all.

1987. Dr. Traill.—Would you be satisfied if you had a direct representative for ten Subscribers?

Dr. *Vanston.*—We would accept that with pleasure

1988. Lord Justice FitzGibbon.—That clause can be easily put in, but you ought not to have a representative unless you have both pupils and Subscribers. If your pupils choose to take advantage of the School and your people don't choose to subscribe, that would not give you any claim to a place on the Governing Body. On the other hand if your people subscribed and you had no children at the School, you would not want to interfere with the instruction of others. We might do as we did in the Sullivan Schools at Holywood, where everyone is represented, and provide that if there are ten pupils, and the denomination subscribes, at once a representative of the congregation becomes a Governor.

Rev. Dr. Wilson.—That would certainly increase the popularity of your School.

Mr. *Smeeth.*—I think that would be nearly as broad as the foundation which the original founders wished to put it on.

Lord Justice FitzGibbon.—All the Sunday arrangements would remain as they are.

Rev. *S. M. Harris.*—Could that be safeguarded?

Lord Justice FitzGibbon.—Certainly.

Rev. Dr. Wilson.—No one, I am sure, wants to interfere with the Sunday School.

Dr. Traill.—We can insert to be maintained and used on Sunday "as at present."

1989. Lord Justice FitzGibbon.—"As at present" would send them back to the end of time to find out what it meant. Let it be the Sunday School of the Parish Church.

Rev. *S. M. Harris.*—That is my only point.

Mr. *Oram.*—Does the provision as to ten pupils of any denomination refer to other denominations as well as the Presbyterian?

Lord Justice FitzGibbon.—I should say so.

Rev. Dr. Wilson.—Any Protestant denomination.

1990. Lord Justice FitzGibbon.—Here is the clause about Phibsboro' School, which was founded almost identically with this. Lady Blessington, who was a Presbyterian, was one of the founders.—"On Sundays and at any other times when not required for the Daily Schools or Evening Schools, the Governors shall permit the School premises to be used for the

purpose of Sunday Schools, and of classes for the religious instruction of Protestant pupils, under such regulations as the Governors shall from time to time think fit. The Chaplain of the Female Penitentiary, so long as he shall be a Governor, shall be the manager, and shall have the general supervision of the Sunday Schools and classes aforesaid, and shall, subject to the approval of the Governors, have the selection of the teachers therein."

Rev. Mr. *Hamilton.*—Nobody would object to that.

1992. We will put in a provision for the representation by a single Governor of any denomination that has ten pupils and ten Subscribers of 10*s.* each, that is £5 a year. We will secure the old foundation of the Daily Schools, and the Incumbent will have his exclusive rights to the Sunday School, and to Saturday Evening Schools if you like.

Rev. Mr. *Hamilton.*—Practically it means only the Presbyterians and Methodists, because there are no other denominations in the country.

1993. Just listen to the Sullivan clause, which had nothing to do with subscriptions, as the School was endowed by Dr. Sullivan—

"From and after the date of this Scheme the clergyman or the principal officiating clergyman, if more than one, of every religious body or congregation having a fixed place of public worship within the School district, shall be a Governor, *ex officio*, if and so long as there shall be in attendance at the School ten pupils or upwards belonging to such religious body or congregation, and if and so long as he shall be willing to act as Governor."

I would propose substantially to adopt that clause, with the addition—"if and so long as the members of that congregation shall subscribe not less than £5 a year."

Dr. TRAILL.—The clergymen should go on *ex officio*.

Rev. Mr. *Hamilton.*—I am quite willing to agree to that.

1994. Lord Justice FITZGIBBON.—That is what the Founders contemplated forty years ago. The Committee was to include the Protestant clergymen; you read a minute to that effect.

Dr. *Vanston.*—The clergyman meant the Episcopalian clergyman, there was only one at that time.

1995. Lord Justice FITZGIBBON.—I don't think there is any real difference of opinion between you. The Committee don't want to confine this School to any one Protestant denomination, but only to see that the one which has the largest number of pupils, and contributes most largely, should have the general management.

Rev. Mr. *Hamilton.*—Then you would put in the clause providing for the same rules for religious instruction as in Vested Schools, otherwise the manager could entirely exclude us from the School.

Dr. TRAILL.—There is a good deal of misapprehension about the working of that rule, no clergyman has any right under it, but the parents of individual children have a right to ask the Manager to provide a time for religious instruction, and the way I settle that in my school is by appointing one day in the week, Monday, and I allow no clergyman or anyone else into the school on other days.

1996. Lord Justice FITZGIBBON.—The history of the rule is interesting: Cardinal Cullen refused to have any Roman Catholic School a Vested School, but in recent years that is changed in many dioceses, though not in all, and a great many Roman Catholic Schools are now Vested Schools. A Vested School means a School vested either in the Commissioners or in Trustees for the purposes of a National School. Here is the provision about religious instruction:—

"The patrons and managers of all National Schools have the right to permit the Holy Scriptures, either in the Authorized or the Douay version, to be read at the time or times set apart for religious instruction. And in all Vested Schools the parents or guardians of the children have a right to require the patrons and local managers to afford opportunities for the reading of the Holy Scriptures in the schoolroom, under proper persons approved of by the parents or guardians for that purpose."

"In Vested Schools such pastors or other persons as shall be approved of by the parents or guardians of the children respectively shall have access to them in the schoolroom for the purpose of giving them religious instruction there at times convenient for that purpose, that is at times so appointed, as not to interfere unduly with the other arrangements of the School."

In Non-Vested Schools it is for the patron or local managers to determine whether any, and if any, what, religious instruction shall be given in the Schools.

Rev. Mr. *Hamilton.*—You see that under that we could be excluded if the Manager pleased.

Rev. *S. M. Harris.*—Would this change the provision that you made in the Scheme that has been published for the giving of religious instruction?

Lord Justice FITZGIBBON.—No.

Rev. *S. M. Harris.*—Would it limit it in any possible way? Would you read the clause, please?

1997. Lord Justice FITZGIBBON:—

"In addition to providing elementary education in secular subjects, the Governors shall provide daily religious and scriptural instruction in accordance with Protestant principles and doctrines for all and every child or children attending the Schools, who may from time to time be willing to receive the same; and in giving such religious and scriptural instruction, full and free use of the Holy Scriptures shall be allowed."

I am not inclined to interfere with that.

Rev. *S. M. Harris.*—Nor would I, because at once the subscriptions would cease.

1998. Religious instruction is only to be given to those children who are willing to receive it.

Rev. Mr. *Hamilton.*—There are two rooms in the School, the Episcopalian children might be in one room, and the Presbyterian children in another, and the Episcopalian clergyman might give religious instruction in the one room, and the Presbyterian clergyman give instruction to the Presbyterians in another room, and all we want is that if there was a necessity for the Presbyterian minister to go there and give religious instruction to the Presbyterian children, it should not be possible for the clergyman of the parish to shut him out.

1999. Dr. TRAILL.—Does your teacher give the daily religious instruction, or do you?

Rev. *S. M. Harris.*—It is usually ourselves, that is the clergymen.

2000. Do you go there every day as clergyman of the parish?

Rev. *S. M. Harris.*—Yes.

2001. If you were absent would the teacher give the religious instruction?

Rev. *S. M. Harris.*—Yes.

Dr. TRAILL.—That is one of the difficulties when the teacher gives the instruction.

2002. Lord Justice FITZGIBBON.—The National Board has had to deal with all that; the Governing body of this School will be the Committee; the Manager will be appointed by them. The 83rd rule, which applies to all Vested Schools in Ireland, gives a right of access to the schoolroom for the purpose of giving religious instruction to children in accordance with the rules of the National Board, but only at times so appointed as not to interfere unduly with the other arrangements of the School. If difficulties arose the Manager could say: "You can teach your children, but one clergyman must come at 10 o'clock and another at 3 o'clock."

Rev. Mr. *Hamilton.*—At present one of our clergymen attends at Kildare Place.

2003. Lord Justice FITZGIBBON.—The Schools should be vested if you got public money to improve them.

Rev. Mr. *Hamilton.*—Can that be done? I know where it was refused.

July 1, 1893.

2004. Dr. TRAILL.—There is no public money in this; a few £5 notes put down 40 years ago is hardly a reason for changing this.

Rev. Mr. *Hamilton.*—Was it not the intention of the gentlemen who subscribed that the children of other denominations should receive religious instruction?

2005. Lord Justice FITZGIBBON.—I think they intended that they should all receive it together.

Rev. *S. M. Harris.*—They all get it from the clergyman of Rathmines.

Rev. Mr. *Hamilton.*—I can hardly expect that Mr. Todd or Mr. Drury intended to make the Presbyterian children of the district Episcopalians.

Dr. TRAILL.—The original basis was Bible education.

2006. Lord Justice FITZGIBBON.—Here is an early minute bearing on what you are talking about: "The Rev. Mr. Shire stated the circumstances that led to his removing some of the teachers from the Sunday School, whereupon Mr. Parker submitted a requisition from the teachers and a statement signed by Mr. Greville, and also a note sent to the Rev. Mr. Shire by Mrs. Milway; these were read out and fully and anxiously considered, and it was resolved—That, whilst this meeting deplores the misunderstandings which have arisen between the Rev. Mr. Shire, as Superintendent of the Sunday Schools, and several of the Teachers, yet as mutual confidence, cordial union, and thoroughly good understanding are essential elements to the salutary and satisfactory working together of Superintendent and Teachers, the Committee are unable to consider how they can now restore what has been unfortunately already sacrificed. The Committee, having been made aware for the first time that the teaching of the Church catechism had been introduced into the Sunday School at its morning assembly, resolved that as this arrangement has already led to a difference of opinion in the past, and might if persevered in present an obstacle to the attendance of certain young people, while the Committee desire the Schools to be eligible and open to all, the Superintendent be requested to appoint another time for this branch of catechetical instruction." This shows that in the case of the Sunday Schools, denominational differences were then causing difficulty.

Mr. *Oram.*—There was no other school in the neighbourhood, it was a general Sunday School.

Dr. *Vanston.*—I am afraid that if the School gets from under the control of the Select Vestry of Rathmines this Scheme won't work, if the number of Governors is unlimited, and we are represented solely by six.

2007. Dr. TRAILL.—How can they be unlimited?

Dr. *Vanston.*—Suppose the pupils and subscribers were 100, and the Presbyterians got 10.

2008. They would only have one Governor if they had 100 children.

Lord Justice FITZGIBBON.—We want to secure that any minority which subscribes, and has a substantial number of pupils attending the School shall have one Governor to look after them, and unless the total number of these minorities exceeds 10, you will still have a majority.

Dr. *Vanston.*—We won't make any improvement in our Schools unless we are satisfied that no other denomination will come in, and perhaps, by getting a majority on the Board, turn us out.

2009. Lord Justice FITZGIBBON.—We propose to make it perfectly clear on the face of the Scheme that on Sundays, and when the School buildings are not used for the purposes of the Daily Schools, you shall have them altogether for yourselves. You will have it wholly and entirely as a Parochial School, except during the time that it is wanted for the daily classes; during that time there is no question of majority, but if you have a substantial number, taken as 10, of pupils of any other denomination than the Episcopalians, and the members of that denomination give you £5 a year, they shall have one Governor. The only possible state of affairs in which a majority could exist against the congregation would be if they were more than 10 different denominations, each with 10 children, and each giving you £5 a year.

Dr. TRAILL.—There is no possibility of that.

2010. Lord Justice FITZGIBBON.—I find this in an old minute:—"The committee proceeded to consider the basis of the Deed of Trust, regarding the provisions of which there arose such a conflict of opinion that led to the separation of the members without adopting any resolution, or being likely to assemble again as one body, a clause to the following effect was proposed to be introduced,—'The trustees, or any two of them, shall have power to grant the occasional use of the schoolroom to discreet persons at fitting times for religious education or useful purpose, not inconsistent with the principles of the Trust.' The meeting broke up. 'Resolved, that we do not consider ourselves competent or authorized, if so disposed, under the resolution constituting us a provisional committee, to extend the Schools for any purpose unconnected with the education of the poor of the township.'"

Dr. *Vanston.*—There is this also:—"We anticipate with lively satisfaction the period when the Schools, in active and useful operation, shall have the benefit of the attendance of the curate to give religious instruction to the children." They requested Archdeacon West to sanction two of the curates joining the Committee; he consented, and they were immediately elected.

Rev. *S. M. Harris.*—I don't like that rule about the Vested Schools.

Dr. TRAILL.—I think where there is no public money it need not be pressed on them.

2011. Lord Justice FITZGIBBON.—Very well; then let us put in one Governor to represent any denomination that has 10 pupils and subscribers of £5. We must also make it very much more definite as regards the Sunday Schools.

Dr. *Vanston.*—Will we have an opportunity of considering it?

2012. Before signing it we will send a copy to Mr. Harris, to Mr. Hamilton, and to your Secretary, and you may send us any observations on it; we need not bring you here again.

The Inquiry then concluded.

Oct. 20, 1893.

PUBLIC SITTING—FRIDAY, OCTOBER 20, 1893.

At the Office, 23, Nassau Street, Dublin.

Present:—The Right Hon. Lord Justice FitzGibbon, Judicial Commissioner; Anthony Traill, Esq., F.T.C.D., M.D., Right Rev. Gerald Molloy, D.D., D.Sc., and the Rev. H. B. Wilson, D.D., Assistant Commissioners.

Messrs. N. D. Murphy, M.A., Secretary, and F. Redmond, B.A., Assistant Secretary, were in attendance.

SCHEME No. 190—THE STRATFORD LODGE SCHOOLS, BALTINGLASS.

Objections and Amendments.

Mr. *Drury*, instructed by Messrs. *Meade* and *Richardson*, appeared for Captain *Dennis*.
Mr. *Molloy* appeared for the Rev. Mr. *Usher*.

2013. Lord Justice FitzGibbon.—Mr. Justice O'Brien is unable to attend to-day, but he has discussed the Scheme with me, and we have come to an opinion as to what would be prudent as well as legal, subject to the consideration of the objections which have been received to the draft Scheme. We thought it would tend to a settlement if we provisionally revised the Scheme, and sent the revised draft to the parties, that they might see the shape in which we would be willing to pass it; but they will understand that, in thus revising the Scheme, we have not shut our minds against anything that we may hear to-day, and that it is still to be treated merely as a revised draft prepared only as an advance towards a settlement of the matter. In this case, as in others, it may tend to shorten the discussion if I state how the facts have been presented to us, and how we regard the law of the case; and I ask both parties to pay close attention to my statement, because if we have in any way mistaken the facts, it is not too late to correct me. As regards the law, there is no difference of opinion whatever between Mr. Justice O'Brien and myself, and, as a member of the Board of Charitable Donations and Bequests, he has had the case before him in another capacity also; that Board are largely interested, and they have taken the matter up with a view to terminate the present deadlock that exists with regard to the purposes of the Charity.

The foundation of the Stratford Lodge Schools at Baltinglass was a charitable bequest of Lady Elizabeth Stratford, who made her Will in 1847. At that time, the Aldborough title was still in existence, and Lord Amiens, a relative of hers, was the heir to that title. She gave her landed estate in the County of Wicklow to Lord Amiens for life, with remainder to his issue, and her Will then contained this clause:—

"That her trustees should pay all the expenses of and uphold for ever a school which she had established at Baltinglass out of the issues or profits of her freehold estates devised by her Will."

In the event of Lord Amiens dying without issue, she devised the lands to the Rev. Henry Scott and his heirs for ever:—

"Subject, however to the upholding of the Stratford Lodge Schools under the same arrangements as were then established."

I believe that the Rev. Henry Scott was the clergyman of the parish of Baltinglass at the time. It does not appear that he was a relative, but he was a friend of Lady E. Stratford, and he was one of the trustees of her Will, and in the event of Lord Amiens' death, without issue, she gave him her Baltinglass estate. But, subject to what we may hear, Mr. Justice O'Brien and I are of opinion that all beneficial property whatever derived under the Will in these lands must be taken and held on the condition of upholding these schools. It is an estate held on condition. The condition is easy to fulfil, and so long as it is fulfilled the devisee is entitled to enjoy the property, and he was undoubtedly intended to take a large personal benefit, but only so long as these schools are upheld as directed by the testatrix. The result of that view, if we are right in it, would be, that whenever the schools are not upheld, anybody may become a relator, and, through the Attorney-General, may proceed in Chancery to sequester the entire estate until the condition is fulfilled. The late Mr. Dennis's subsequent dealings with the property and with the school, make it important to thoroughly understand the legal position, and I have therefore stated our present impression upon it. But I am not to be misunderstood. We don't doubt that there was an intention to benefit Lord Amiens, and similarly to benefit Mr. Scott and his heirs, and to give them a valuable property; but the more valuable the property the more binding, in conscience and in law, is the obligation to discharge the condition on which alone the testatrix gave it.

The next question is the extent of this condition. This can only be ascertained by going back to the state of the schools at the death of the testatrix, and upon that the evidence is not as full as we could wish. I shall state exactly our impression as to the facts with regard to this matter, which involves no law. Lady E. Stratford seems to have been a very benevolent lady, and to have been resident at Baltinglass. We got a good deal of valuable evidence at Baltinglass in 1889, as to what the old school was, from one witness, an old lady who impressed us very favourably, and who had been a pupil of the school. She said that there were both a master and a mistress, that there were two schools, and a residence for the teachers; we saw a picture of the old place, and there seemed to have been a good building, with a schoolroom at each end, and a teacher's residence in the middle. We heard also of a third school, an infant school, but the evidence about it was vague. There seems, however, to be little or no doubt that while Lady Stratford was alive, and under the arrangements mentioned in her Will, there were a male teacher and a female teacher, two separate schoolrooms, a residence, and a sufficient quantity of ground devoted to the purposes of the school. It was undoubtedly only an elementary school, but it seems to have been a good one. It also unquestionably was at one time attended by pupils of different religious denominations. One witness, a Roman Catholic, who described the school during the time she was there herself, proved that the teaching was conducted by Lady E. Stratford herself, on a principle which was then more general than it was afterwards. The Scriptures were read, the instruction was scriptural, and both Roman Catholics and Protestants who attended that school received that instruction.

So the school went on until Lord Amiens had died

Oct. 20, 1893.

without issue, and Mr. Scott had also died; both of them continued the schools as they had been; the latter left the property to Mr. Meade Dennis, and Mr. Scott's Will contained an express clause, although he could not have got rid of the condition imposed by Lady E. Stratford, that the property was given "subject to the provisions of Lady Stratford's Will." That could impose no additional obligation, but, as one would expect from a clergyman who was also a charitable trustee, Mr. Scott expressly recognised in his Will the binding force of the provisions of Lady Stratford's Will. Mr. Scott died in 1873, and Mr. Meade Dennis succeeded to the estate. He seems soon to have begun to curtail the schools, but he kept at least one school going until 1879, and in that year he placed it in connection with the National Board, and thereby got state aid to relieve the obligation which rested on himself. Mr. Dennis, who has since unfortunately died, was examined by us in 1889, and he told us that he had got an opinion that if he could keep up the school with the help of public money, and without spending a shilling of his own upon it, he would be entitled to do so. In one sense I agree with him. As long as the school was maintained under the arrangements formerly established, the Court of Chancery would not inquire where the funds came from, the condition would be fulfilled, and there would be no more about it. But there can be no doubt that between 1847 and 1879, there had been a great change both in the amount of money that the National Board were entitled to distribute, and in the conditions upon which they distributed it. The year 1847 was about the high water mark of the agitation against the National Board on the part of those who maintained what they called scriptural schools; but in 1879 people had begun to discover that the scriptures could be taught in a National School as well as in any other school; and the National system was becoming largely denominational. From 1879 until 1882 the school was continued in the old building, and the school premises were maintained by Mr. Dennis, subject to the rules and regulations applicable to National Schools under Protestant management, and his pocket was relieved to the extent of the aid he got from the Board. He made the school a National School, and it does not lie in his mouth to say that as a National School it was not conducted according to the arrangements established by the Will of Lady Stratford.

In 1882 a very unfortunate transaction took place, which has caused a great deal of feeling, and, speaking for myself, a great deal of surprise, when it was disclosed. The surprise the disclosure caused to us was not greater than that which it caused to the Commissioners of Charitable Donations and Bequests. In 1882 the Great Southern and Western Railway Company made their railway to Baltinglass, they put their station where the old school was, and the greater part of the school property was taken for the railway, with some other land belonging to Mr. Dennis, and not appropriated to the purposes of the school. The draft award—I am mentioning now what the facts were; they are very different from what we thought—shows on the face of it, what property belonged to the school and what did not. In the draft award £915 16*s.* 6*d.* was provisionally awarded for the school premises, identified by numbers and by the deposited plans; we have examined them carefully, and there is no doubt that £915 16*s.* 6*d.* was awarded for the school buildings and the land occupied with the school. A further sum of £386 11*s.* 7*d.* was awarded to Mr. Dennis for the other lands belonging to himself, and which had not been appropriated to the use of the school. These two sums make together in round numbers £1,300. The award was traversed and the £1,300 was raised to £1,715, but that amount was inserted as one lump sum in the final award. How the identification of the school premises disappeared from the final award we don't know, but undoubtedly the sum of £1,715 was paid into Chancery as the purchase-money of the whole property—not merely of the school property, but of it and what belonged to Mr. Dennis. Well, of course when the whole award was increased by £415, even if we were not dealing with the case of a trustee who had allowed trust property to be mixed up with his own, it would be incredible that there should be any diminution of the £915. If the proportions were preserved of £1,300 to £1,715, the £915 would be represented by about £1,200 of the money lodged in Chancery. The dates are very important. In 1882—eleven years ago—the money was paid into Chancery by the Railway Company, and they took possession of the land, leaving the Court to deal with the money which represented it. In 1884 Mr. Dennis presented a petition to the Court of Chancery, asking that the whole £1,715 should be paid to him; and an order was made on July 30, 1884, by the Master of the Rolls, directing the whole fund to be paid to Mr. Dennis. This is the form of the order:—

"The said Meade C. Dennis undertaking to build schoolhouses according to the plans submitted to the Court, in place of the schoolhouse taken by the Railway Company and called the Stratford Lodge School, and to uphold the same pursuant to the trusts of the Will of Lady Elizabeth Stratford."

Thereupon the £1,715 was paid over to Mr. Dennis, and the whole of it was received by him. As to the effect of that order we think there can be no doubt. The undertaking would be enforceable against Mr. Dennis himself by attachment. Any property that he possessed could be made available to carry out his undertaking. Plans are said to have been submitted to the Court, but we have not seen them; but that he, to the full extent of his property, was bound to build the schoolhouse, appears to be beyond all question. Nothing was done towards building the school, except to bring some of the materials of the old schoolhouse to a field which Mr. Dennis himself in person showed us, and he pointed out to us the materials and the field where they were, and he told us that he was about carrying out the building of the school. That was when we went to Baltinglass—my late colleague, Lord Justice Naish and myself—on July 1, 1889. We knew nothing whatever of the case then. We held the ordinary public inquiry. We knew absolutely nothing of the history of the school until we proceeded to take evidence; and the first witness who appeared before us was Mr. Dennis himself. Before examining him, we went to see the school, and we found that the school which he was supporting was—as I believe it still is—being maintained in a disused bridewell in the town of Baltinglass. It is described in one of the letters of the National Board as a place utterly unsuitable for a school. I can only say that no language that they could use would go beyond the impression which the school produced on us when we saw it. The children were being taught in the actual wards of the jail, their only play was a walled-in yard, and the entire place was utterly unfit for a school—unfit structurally—unfit as regards its sanitary condition—and unfit as regards all its associations of every kind. Mr. Dennis did not pretend for a moment that the bridewell being used for the purpose was anything but a matter of temporary necessity. We understood from him that there was some temporary delay in getting the new site, but that the difficulties were in course of being removed, and that in the meantime the bridewell was the only available building. I must read the* evidence he gave us, for we were totally misled by it. I asked him—

No. 4,440. "I see by the report of 1879 that there was an acre and a half annexed to the schoolhouse—was that all taken by the Railway Company?—Not all; there is a piece left at the top, but it is not of any use, not available for anything. There may be a rood, but perhaps not so much. That land was never of any value to the school except as a playground. There was a little garden at the back. It was in the demesne and not pieced off from it. I fenced it since myself—put wire fencing."

* Report, Education Endowments (Ireland) Commission, 1888-89, p. 191.

Then Lord Justice Naish asked him :—

"About how much did the Railway Company pay for the school premises they purchased?—I could not tell you. They took a lot of land down the whole way. Did they pay one bulk sum for all they took?—No, they paid two bulk sums on the award of the Arbitrator. Was there a separate number in the award representing the premises on which the school was built?—There may have been, I don't know. I was in Germany at the time the award was made. I think they paid £1,715 for the whole."

Then he is asked ;—

For the freehold of other lands besides the school lands? —Yes. Was the whole amount of the award paid to you? —All paid to me as the owner of the estate. No part was set apart by you as representing the school property?— None whatever."

He told us no more. He gave no hint of his personal undertaking to erect and to maintain the schools—none that the £1,715 was paid to him on his undertaking to build a schoolhouse, and to uphold the same pursuant to the trusts of the Will. A great deal of evidence was taken, but not a word was disclosed to indicate in the slightest degree what had occurred in the Court of Chancery. There was a delay of more than a year, principally caused by our having been told, when we were at Baltinglass, that the building of the school was only to be delayed a month or two, that it would be all right, and so on ; and we had other things to do. In July, 1891, finding that nothing had been done, we wrote to the Commissioners of National Education, thinking that they would probably put pressure on Mr. Dennis to take the children out of the bridewell, and in October, 1891, the Commissioners of National Education sent us the following letter which they had received.

"Fort Granite, Baltinglass,
"2nd October, 1891.

"To the Commissioners of
"National Education, Dublin.

"Gentlemen.—With reference to yours, Nos. 1586, 91 C., dated Dublin, 20th July, 1891, forwarded to-day to Mr. Dennis by Mr. J. MacDonald, Inspector of National Schools, I beg to point out for your information that had your informants the Educational Endowments Commissioners taken the trouble to ascertain the whole facts of the case with reference to Stratford Lodge National School being still held in the old bridewell at Baltinglass, they would have discovered that Mr. Dennis has for the last five or six months been so ill as to be quite incapable of transacting or undertaking any business matters."

The gentleman who wrote that, did not know that we did not know all the facts, because they had not been stated to us, and that for a year and a-half we had been under the impression that the facts were quite different from what they really were ; and that the fault of our not discovering them was that of those who did not disclose them. The letter goes on—

"As Mr. Dennis is still in this serious condition, it will be quite impossible for your Inspector, Mr. MacDonnell, to have an interview with him. Since my return from India at the end of August, however, steps have been taken for the building of a new school and teacher's residence, contractors have been advertised for, and their tenders are now under consideration of my architect, and it is hoped that the building of the schools will be commenced during the current month."

The "current month" was October, 1891, two years ago, and the building has not been commenced yet.

The next communication we got from the National Board was an intimation that Mr. Dennis had applied for a loan or grant of public money to build the schools. In the meantime we had investigated the matter in Chancery, and had got a copy of the order containing the undertaking to build the schools with the money got out of Court. Of course as soon as we were told that public money was applied for, we informed the National Board of the state of affairs, and also the Commissioners of Charitable Donations and Bequests, because the Master of the Rolls as the head of that body was the Judge who had made the order paying out the money. It then turned out that the Board of Works had actually sanctioned a loan or grant of some £600 or £800 to build the school. Mr. Dennis was still seriously ill. He shortly afterwards died ; and after his death the £1,715 does not appear to have been forthcoming. The building of the school had not made any advance, and the landed property had passed to his son who is not bound, in the opinion of Mr. Justice O'Brien and myself, except to the extent of whatever assets he got, by any personal liability of his father. Therefore to follow the £1,715 would be to go on a wild goose chase, unless there are assets available, and it is most unlikely that there are, or the money would be produced. Therefore what we have now to deal with is a case in which the £1,715 is no longer available, and in which there is an estate bound by the condition I have mentioned, but that condition could only be enforced, not by this Commission, for we can only deal with things tangible, but by a proceeding in Chancery which would begin with the sequestration of the estate, and probably end in an expenditure of the estate upon costs, that would be profitable neither to Captain Dennis nor to the children of Baltinglass. *Oct.* 20, 1893.

The Commissioners of Charitable Donations and Bequests have wide statutory powers of dealing with property affected by charitable trusts, and they entered into a correspondence with Captain Dennis, the present owner, and came to a sort of agreement with him, and wrote to us on February 20, 1893. We could do nothing until we had some tangible property to deal with as an endowment, and the Commissioners wrote to us :—

"Mr. Meade Dennis's heir and personal representative has undertaken to expend £800 in building the Stratford Lodge Schools, and the only delay that prevents the building from being commenced arises from a difficulty as to the site. The Board accordingly see no difficulty in your Commissioners treating the School as an endowment of £800 certain, applicable to rebuild these Schools, the owner of the estate being bound to support the Schools, when rebuilt, in the same manner as they were maintained during the life-time of the founder."

We then asked the Commissioners of National Education what they had to say, and they wrote that Mr. Graves, the Secretary of the Commissioners of Charitable Donations and Bequests, had gone to Baltinglass, and seen the parties there, and had seen and judged for himself as to the different sites, and that they all appeared to come to the conclusion that the site on a place called Cook's Field was the best. Another site was mentioned which we understood was the place where we had seen the materials lying, but its contiguity to a place called Cuckoo-lane was said to make it undesirable. The Commissioners of National Education communicated with their Inspector, and he approved of the site on Cook's Field, and of a school to be built by Captain Dennis in consideration of the compensation money paid to his father.

Under these circumstances, having something to deal with, we published the Draft Scheme on March 18, 1893. We did not define the site, because we had no power to do so, the title being incomplete, but we did define the £800 as the limit of Mr. Dennis's liability, because we had the letter of the Commissioners of Charitable Donations and Bequests to that effect. They really represent the Attorney General, he would not give his *fiat* for any proceedings without their approval, and if they choose to accept £800 as a settlement of the matter, no private relator could ever make anything more of it. On the other hand, if they take the £800, Captain Dennis would be safe if he fulfils his undertaking. The frame of the Draft Scheme is to accept the £800—mind, the fixing of that sum is not our doing—to have a School-house built on a site approved by the National Board, and when that is done, to put the school as nearly as possible into the position of the old

Oct. 20, 1893.

Stratford Lodge School, Captain Dennis being bound to uphold it, but to be at liberty to assist himself by National Board grants. The National Board has refused to sanction any grant for building; that he must do himself; but he may supplement the salaries of the teachers in any way he can.

Having published that Draft Scheme, we have got several objections, and these are the subject of our proceedings to day. The first is from the Protestant parishioners of Baltinglass. They object to the amount, £800, to begin with, as too small. I have pointed out that this amount has been fixed by the Board of Charitable Donations and Bequests. If the parishioners don't like it, their alternative is the Court of Chancery, but I advise them to console themselves with the homely sayings that "a bird in the hand is worth two in the bush," and "half a loaf is better than no bread." £800 would build a good school-house, though perhaps not quite so good as Lady E. Stratford's old school. The former school-house was a pretty building, but not very large, and £800 would go very near replacing it. Then they object to the plans on the ground "that the building of a male and female school is a *sine quâ non* on the grounds of morality and common decency." As to this objection, we shall be glad to hear anything that can be said to-day. But I shall tell you what my own impressions are. I am not speaking for Mr. Justice O'Brien, for he was not at Baltinglass. We could not see the materials in Baltinglass for separate National Schools under Protestant management, for males and females. The numbers are too small. The National Board Rules don't allow one school for boys and another for girls under the same principal teacher. Each principal teacher must have one school only, and you cannot get two salaries for separate schools, unless the average attendance in each is at least thirty. Even if you got two salaries two schools each of twenty would not be as good as one school of fifty pupils. A mixed school is found good enough for most country parishes, and if you are to have a National School at all, I should think one good mixed school would appear more what you want than two small separate schools. As for the "indecency," it would no more exist in one school than in two, for there must be separate offices for boys and girls under the rules of the National Board. As regards the "inefficiency," you should bear in mind that whilst Captain Dennis can utilize the National Board grants if you have one school, you might lose, from an educational point of view, if you were to force him to keep up two schools at his own cost, he might give you unclassed teachers, not connected with a public body, and experience shows National Schools to be better. Then as to the site, we trust that some arrangement will be come to, so as to let the school be built at once. Then it is asked that the full amount of the compensation shall be secured for the school. We can't do that. You are mistaken in saying that the whole £1,715 belonged to the school. The amount representing the school property was about £1,200, and no doubt £800 is less than that.

Mr. *Drury*.—I don't think the order of the Master of the Rolls bound Mr. Dennis to spend the whole £1,700.

2014. Lord Justice FitzGibbon.—It did not, but it bound him to erect schools according to the plans submitted to the Court, and these were apparently plans for the expenditure of about £800.

Mr. *Drury*.—That would dispose of the first objection.

2015. Lord Justice FitzGibbon.—Again it is to be remembered that Mr. Dennis is dead, and the £1,700 is gone. Then we have a letter, which I wish had been a little more conciliatory, from the Rev. Mr. Usher. It is a pity that he did not look after the real interests involved, instead of writing such things as "it is highly amusing to read of Captain Dennis's solicitude." However he was perhaps naturally indignant. He is practically in favour of the Cook's Field site, which Mr. Graves also approved of. Then we have Captain Dennis's objections. He in the first place contends that our Act does not apply to the school at all. On that point, subject to anything that we may hear, none of us have any doubt.

Mr. *Drury*.—We won't press that.

2016. Lord Justice FitzGibbon.—Very well; it is strictly within the Act, and furthermore it is a case in which, if I were the owner, I would endeavour to avail myself of the Act, in order to get the thing settled at the least possible expense. Also he seeks, which is natural enough, to have the control of the school kept, as it originally was, a family business. That would have been done, if the school had been kept up in the old way. But it was not, and the Court of Chancery never would leave the control in hands in which it had failed as it has done here. There must be some governing body for it, which can be trusted. At the same time I think the owner should have a voice, and a large voice, in the management, and in the selection of the teachers, but on the other hand we must secure the rights of the *cestui que trust*. We will hear anything that you propose as to the constitution of the governing body. There is another matter connected with the £800 which raises very much the same question, and as to which, I think prudence will indicate what ought to be done. This trust has been abused; and disputes may again arise between the parishioners and Captain Dennis, as to whether the school is kept up in accordance with the conditions of Lady E. Stratford's Will or not. If it were necessary hereafter to give evidence as to what the school was years ago, the disputes would never be settled. Captain Dennis wishes, if there is to be a governing body, that he should be able to give them so much money and be done with it, and I think it is evidently for the advantage of both parties that that should be done. He says in his letter that about £65 a year was what used to be spent on the place.

Mr. *Molloy*.—Is spent.

2017. Lord Justice FitzGibbon.—Well, none of us are satisfied with the school as it is now, but he says £65 kept it up formerly. I think the parishioners, if they are wise, will bear in mind that a great deal of the expense of maintaining an efficient school is now put on the National Board, and if Captain Dennis pays a fair sum as local aid, they ought to be content. If they went into Chancery, they could not force Captain Dennis now to spend so much money of his own on the school as Lady E. Stratford did, for with the aid of the National Board, he can now do the same work at less expense to himself. On the other hand he is clearly bound to keep up the school, and to do all the matters that the National Board are not bound to do. The parishioners name £90; Captain Dennis names £65; and in the draft scheme, Mr. Justice O'Brien and I adopted £65 as a basis for discussion. We are open to consider the amount, but if we are satisfied that with a local aid of £65, Captain Dennis can keep up the school properly and well as a National School, I would not be inclined to increase that amount. It is to some extent his misfortune that he has to pay this £800, but he must do it. There is one matter more—about time. Within the last two months, this case came again before the National Board on a report from their Inspector that nothing had been done, and that the grant ought to be stopped. If the grant is stopped, you will be all in Chancery, for then anyone can proceed to enforce the trust. I was surprised to learn that nothing had been done; but I mentioned to the Board how the thing stood, and they have made an order, which has been communicated to Captain Dennis, extending the grant till June 30, 1894. There will be no further extension; it will be withdrawn if the school is not in operation then. There is no time to lose about it; but if we can to-day come to an understanding, and get the Scheme into shape, the building can proceed in the mean time,

while the Scheme is maturing. I have now stated the facts of the case, and I think it would be better that bygones should be bygones, and that we should try amicably to provide for the immediate establishment in Baltinglass of a good school, which may not be exactly what Lady Stratford would have wished, but which will be as near to it as the changes of circumstances will allow. If there be a give and take on both sides, the matter will be settled. We will now first hear Mr. Drury, representing the manager of the school.

Mr. *Drury*.—The manager of the school, Colonel Dennis, is ill and unable to be here. He is a brother of the late Mr. Dennis. As to the objection of the parishioners that Captain Dennis should be obliged to spend the whole £1,715, I don't think there should be any misunderstanding about that. He was not bound, I submit, by the order of the Court to expend £1,715, but he was bound—and he admits himself to be bound—to carry out the obligation under the Will of Lady Stratford, that he should build proper schools and maintain them as they were before. I have in my hand a copy of the Arbitrator's final award, and the various items are there set down.

2018. Lord Justice FitzGibbon.—What does it come to for the school premises?

Mr. *Drury*.—£770 appears to be the amount for the school, and £200 for some site in connection with the school and the residence for the teacher. So that there never was any obligation to spend £1,715, but a sum very much less than that.

2019. Lord Justice FitzGibbon.—The draft award was £1,382 8*s*. 1*d*., and the final agreement was for £1,715. The original award of £630 for the schoolhouse was increased to £770. Were "Miss Robinson's and Mr. Lawlor's houses," mentioned in the award, included in the school premises?

Some one present said "yes."

2020. Lord Justice FitzGibbon.—The draft award for these houses was £110, and the final agreement was for £242, so that there was a rise of £132 on that. They are not included in the "school buildings." "School ground £150 18*s*. 7*d*.," is increased to £218 15*s*. Therefore in the final amount paid into Court, what was undoubtedly school property was £988 15*s*., and there was £242 more for the houses, besides all the materials of the old buildings.

Mr. *Drury*.—In any case, no matter what the amount of the award was, all the obligation cast upon Captain Dennis was to build a proper school and to maintain it.

2021. Lord Justice FitzGibbon.—To build a schoolhouse "according to plans submitted to the Court." Were there plans submitted?

Mr. *Drury*.—There were. That obligation he does not recede from. He is quite willing to carry everything out under that. One word as to the delay. There has been very great delay, but it is not entirely the fault of Captain Dennis. There were four sites discussed, one after the other. The last site is that of Cook's Field. In October 1891, Captain Dennis had a protest from all the parishioners against one of the sites, that near the objectionable lane, which of course caused delay, and there was further negociation about other sites; these things caused inevitable delay which was not the fault of Captain Dennis.

2022. Lord Justice FitzGibbon.—What is the present condition of affairs as regards the site?

Mr. *Drury*.—I understand that we are prepared to acquire Cook's Field, and I don't know that there is any objection to it. The architect makes some objection about drainage, but that I suppose could be overcome.

2023. Dr. Traill.—Is the tenant still ready to take £50?

Mr. *Molloy*.—The tenant is willing to take £30.

2024. Dr. Traill.—It is stated that an acre can be obtained from the tenant of Cook's Field for £50.

Mr. *Drury*.—That is for the tenant's interest only. I believe that is settled. I don't think any difficulty will arise about that.

2025. Lord Justice FitzGibbon.—Captain Dennis's letter says that part of an adjoining field is to be thrown in.

Mr. *Drury*.—We could settle all by having a plan of the ground that is to be acquired, and putting it into the hands of the Commissioners. We won't raise any difficulty about it.

2026. Lord Justice FitzGibbon.—The way to do it—before we go farther—is to get a tracing of the Ordnance Survey, and to mark the site on it, and if Mr. Molloy on the one side and your solicitor on the other will initial it and send it here, we will refer to it in the Scheme as a map agreed on. Then you are all agreed on Cook's Field as the site? How much land do you want?

Mr. *Molloy*.—An Irish acre.

Mr. *Drury*.—I think we may look on the site as settled. I understand there was an arrangement by which the parishioners were to take the tenant's interest.

Mr. *Molloy*.—We are prepared to pay £50.

Dr. Traill.—If they can get an Irish acre for £50, they should have it.

2027. Lord Justice FitzGibbon.—I am to put down that the parishioners are to provide £50 to pay for the tenant's interest.

Mr. *Drury*.—Yes, towards the purchase of the site.

2028. Monsignor Molloy.—Do you stand to the £800?

Mr. *Drury*.—Yes.

Captain *Dennis*.—I understand that £50 was to be advanced towards the cost of the site if we get a statute acre?

Mr. *Molloy*.—No, as compensation to the tenant only.

Mr. *Drury*.—If the amount of land was understood between the parties to be a statute acre, why should that be departed from?

2029. Mr. Traill.—Why object to the Irish acre?

Captain *Dennis*.—They are not paying for the tenant's interest. I have to acquire the site, and they are to pay the £50 to me as compensation for the site. I have agreed to pay £800, and why should I be put to more expense? The landlord won't accept £65 for an Irish acre.

2030. Dr. Traill.—If £50 won't purchase an Irish acre a statute acre should be taken.

Lord Justice FitzGibbon.—The tenant is not a tenant of Captain Dennis, and he has to buy out the landlord too. You had better leave it at a statute acre. That is enough for any school unless you want an agricultural school. If too much land be taken you will have the schoolmaster cultivating it instead of attending to the school.

2031. Dr. Traill.—If the money will purchase an Irish acre, let them have it.

Rev. Dr. Wilson.—That's only the tenant's right. It would not purchase the landlord's interest.

2032. Dr. Traill.—In the old place, there were only three roods and a half.

Mr. *Molloy*.—Captain Dennis offered the new site of an acre. The parishioners said that if Captain Dennis bought out the tenant's interest, it would save him from giving his own land. Mr. Usher tells me that if an Irish acre be not taken, there will be no garden for the teacher.

2033. Rev. Dr. Wilson.—A quarter of an acre would be enough for the teacher's garden.

Captain *Dennis*.—The old site, before my father's death, was not a statute acre, and there was no complaint.

Mr. *Drury*.—Now, as to the £800. I submit that Captain Dennis is bound by his letter to the Commissioners of Charitable Bequests to spend £800, and he is willing to do it. But his pecuniary obligation goes no farther than £800. The cost of obtaining

Oct. 20, 1893.

the site is outside the £800, and for schools such as were intended under the Will of Lady Stratford, the Court of Chancery would be very unlikely to say that the £800 was unreasonable.

2034. Dr. TRAILL.—He says in his letter that he will provide a suitable site, and will expend £800.

Captain *Dennis*.—That I would provide a site on my own property. There was no question then as to a site on any other place.

2035. Lord Justice FITZGIBBON.—He is bound to provide a suitable site.

Captain *Dennis*.—I can provide a suitable site on my own property, but the parishioners won't have it.

Mr. *Drury*.—Even supposing that he is bound to get a site, over and above £800, at any rate an expenditure of £800 for the buildings would be reasonable.

2036. Lord Justice FITZGIBBON.—What are you driving at? Is there any more in the Scheme?

Mr. *Drury*.—There is not; but we stand by the £800.

2037. Lord Justice FITZGIBBON.—If you get this £50 from the parishioners, you will provide a site, and spend £800?

Captain *Dennis*.—Not purchase a site—I will provide a site. I am willing to do it of my own free will to oblige the parishioners.

2038. Lord Justice FITZGIBBON.—You seem to draw some distinction between providing a site and purchasing a site. Do you mean that you will get a site free from liabilities?

Dr. TRAILL.—Do you mean that the school property is to be liable for rent?

Captain *Dennis*.—No; I am to provide £800 only out of my own money. If I were to purchase a site, I should have to provide £950. It would be easier to give a site on my own property.

2039. Dr. TRAILL.—I thought the site was agreed upon.

Mr. *Drury*.—Cook's Field is agreed to.

Rev. Mr. *Usher*.—If Captain Dennis builds the school according to the plans submitted to the Court of Chancery, it could be done for £500, which would leave a margin of £300. A local man could be got to do the work for that amount.

2040. Lord Justice FITZGIBBON.—Are we to put into the Scheme, that the site is to be Cook's Field, which is not on Captain Dennis's property, and that Captain Dennis has consented to provide that site on the parishioners paying £50 to be applied towards the expense?

Mr. *Drury*.—Yes.

2041. Monsignor MOLLOY.—We understand that the £800 is to be over and above providing the site.

Mr. *Drury*.—Yes, certainly.

2042. Dr. TRAILL.—Supposing that a sum of £687 —the amount on one of the plans before us— does for the school, what will become of the rest of the money?

Lord Justice FITZGIBBON.—The final approval of the building should rest with the Commissioners of National Education. If they are content with the buildings proposed, and pass the plans, and if less than £800 should be expended on them, Captain Dennis will get the benefit of it. It will go towards whatever he has to pay for the site, over and above the £50.

Captain *Dennis*.—Anything over £800 will be purely voluntary on my part.

2043. Lord Justice FITZGIBBON—You are to provide a statute acre of Cook's Field as a site, free of rent, and you are to erect a school building to the satisfaction of the Commissioners of National Education, and then you can make the best of the money. But whatever it costs, you must pay, the parishioners contributing £50.

Mr. *Drury*.—The next thing I have to address myself to is the annual amount to be paid by Captain Dennis. He feels that some limit should be put to his liability. It is very unlikely that in the future these schools will become larger or more important, or be attended by any great number of pupils; but, if they should, he would become liable to increased expense. Therefore, a line should be drawn, and his expenses of upholding the school should be fixed at some definite sum. He states that the average amount that has been paid during a great many years for the maintenance of the school is not in excess of the sum he has named, but rather under it.

2044. Dr. TRAILL.—Does that include the payment of the teachers?

Mr. *Drury*.—Yes.

2045. Lord Justice FITZGIBBON.—How did you spend £65 last year?

Captain *Dennis*.—£30 salary to the mistress, and 25 guineas to the master in addition to what we got from the National Board, and the rest in allowances for lighting, repairs, and books.

2046. Lord Justice FITZGIBBON.—The expenditure on the place you are in now is very little.

Mr. *Drury*.—So it ought to be. But with the school under the National Board, and with the results fees, £65 would be far more than Captain Dennis would otherwise be likely to have to provide. His contribution would be properly applicable to the maintenance of the buildings. The maximum ought to be £65.

2047. Dr. TRAILL.—That is supposing the National Board salaries are paid. If they should be stopped, he would be liable for the whole expense of maintaining the school, but that is unlikely. £65 would be ample to keep the school up as a National School.

Mr. *Molloy*.—According to the report of the Endowed Schools Commission of 1858, £90 a year was paid for three teachers.

Monsignor MOLLOY.—But a portion of the £90 would now be paid by the National Board.

2048. Lord Justice FITZGIBBON.—You are talking now of Captain Dennis's private saving, by having the school under the National Board. If the school should lose the National Board grants, the full trust would come into force and he would have to maintain it himself. The only money that we would undertake to measure is the money that he is to pay as local aid to a National School. As long as he maintains the school as a National School, he is welcome to do so, and I think it would be for the benefit of all parties that it should be done; but if, through any action of Captain Dennis, the school should cease to be a National School, then he would have no right to have any amount measured at all. £65 a year would not maintain the school as things are now. We have seen miserable schools, where the teacher only got £30 a year, under the Church Education Society, but no National Teacher would look at anything less than £70 a year.

Mr. *Drury*.—The safety of Captain Dennis and also of the parishioners will lie in its being under the National Board.

2049. Lord Justice FITZGIBBON.—The Scheme must show on the face of it that whatever composition we fix is to be supplemented by National Board grants. If the supplement is lost, we will fix no sum, and the owner of the estate must fulfil his trust, and maintain an efficient school at his own expense.

Mr. *Drury*.—I submit that £65 is a maximum, and even an excessive sum, if anything, in addition to the amount payable by the National Board. It is far more than could be spent on maintaining the school, which could not cost more than £10 a year.

2050. Lord Justice FITZGIBBON.—The proper way is to alter the Scheme where it gives the Governors any option about its being a National School. The Governors should be bound to keep it in connection with the National Board, both for the efficiency of the school, and to relieve Captain Dennis; but we will insert a provision that if the school should not be kept in connection with the National Board, through

any default of the owner of the estate, or any cause for which he is responsible, then he is to be bound by all the conditions of the Will, which shall in that case be left to work themselves out.

Mr. *Drury.*—As far as I can see, it should be a complete indemnity, whether the school be a National one or not.

2051. Lord Justice FitzGibbon.—Certainly not; I want to make it clear to you that we cannot make a payment of £65 a year a complete indemnity to Captain Dennis, unless the school is a National School. The case his father made was:—"I am advised that if I can get money from the National Board, I am not bound to pay myself." But if he does not get it from the National Board, he must pay himself.

Mr. *Drury.*—But, then, all the other conditions should arise and Captain Dennis should have the same control of the school that his father had.

2052. Lord Justice FitzGibbon.—Yes, but with the same liability. I think the provision as to the £65 must be accompanied by a condition that, in the event of the school ceasing to be managed as a National School under the Scheme, there should be no discharge of Captain Dennis or of his estate at all, but he should be thrown back on his liability under the Will.

Mr. *Drury.*—That might involve us in a Chancery suit.

2053. Lord Justice FitzGibbon.—And so it ought; we can't help that. We will keep you out of it if you keep up a good National School, but no longer or otherwise.

Mr. *Molloy.*—Limit it to £90 a year. We can prove that—in Lady Stratford's time—there were three schools—a male, a female, and an infant—and three teachers with £30 a year each; have that put into the Scheme so as to avoid Chancery.

2054. Monsignor Molloy.—If Captain Dennis pays £65 a year, and you get what you can from the National Board, it will make a good deal more than £90.

Lord Justice FitzGibbon.—But, if they cut adrift from the National Board and try to work the School on the Endowment alone, £90 a year would not now go near keeping the school now up as it was kept by Lady E. Stratford. They must either go under the Will or under the Scheme. If they go under the Will it won't do to let them have a wretched School with a teacher getting £30 a year—a miserable educational institution. Lady E. Stratford had, and the parishioners are entitled to have, a good school, no matter what it costs.

Mr. *Drury.*—And such buildings as the Court of Chancery would say would be a compliance with the trust. I think, under this Scheme, we would be safe if we are discharged of everything.

2055. Lord Justice FitzGibbon.—As long as you pay the £65 a year.

Mr. *Drury.*—That is what we wish; but it is reasonable that, if at any time it should fall from under the control of the National Board, the Scheme should be blotted out altogether and the parties remitted to their original rights.

2056. Lord Justice FitzGibbon.—We will provide for maintaining the School as a National School; we will provide for upholding the buildings and for doing all that is necessary, so long as the owner of the estate pays £65 a year as local aid; but, in the event of its ceasing to be a National School, then all parties must be referred to their original rights.

Mr. *Drury.*—That disposes of the items of finance. There are several minor objections to the Scheme.

2057. Lord Justice FitzGibbon.—Including some that would alter the whole thing.

Mr. *Drury*—There are some that I don't press, but I press that which seeks that the Incumbent shall not be an *ex-officio* Governor. He has the religious duties of the children to attend to, and that is sufficient without looking after the educational part. This objection arises principally on account of a misunderstanding that has arisen, since the death of Mr. Dennis, between the present Incumbent and the owner of the estate: and though I regret to have to state it, I am instructed to say that the owner of the estate has a great objection to the present Incumbent being an *ex-officio* Governor of the schools. He believes that it would lead to constant friction. The Incumbent has shown himself to be very much opposed to the owner of the estate, opposing him and his plans in every possible way, and the letters that have passed between the owner and the Incumbent, and between the Incumbent and some of the Commissioners, show the tone that has been adopted by the present Incumbent. Therefore, the owner objects entirely to his being an *ex-officio* Governor. He says that it is not necessary—in a school of this sort, under the National Board—that the Incumbent should be an *ex-officio* Governor, and that it would be better that all Incumbents should, in future, attend simply to the religious instruction of the children. As far as the school is concerned, it could be worked very well by Representative Governors elected by the subscribers.

2058. Dr. Traill.—Are there any other Protestant denominations in the parish?

Mr. *Drury.*—I think not. There are no Presbyterians.

2059. Dr. Traill.—Is it a matter of such great importance?—Under the National Board the manager has the whole power.

Captain *Dennis.*—I shall not have the power now. Whenever I am absent—as I chiefly shall be—I shall have no power to appoint a manager, and the Governors would elect a chairman who would in all probability be the Incumbent, and he would go contrary to me in every way he possibly could.

2060. Lord Justice FitzGibbon.—Whom would you like to have as manager, in your absence?

Captain *Dennis.*—I should like to nominate my uncle.

2061. Dr. Traill.—That is, as lay manager.

Lord Justice FitzGibbon.—It is a parish school, and in all the cases we have hitherto dealt with, there is not an instance in which the Incumbent has not been given a voice in the management of a parish school. We have one other case in the North of Ireland still to be considered, where the Incumbent is at loggerheads with the owner, but we have made the Incumbent a Governor in the draft scheme. If you put him out, the thing won't work.

Mr. *Dagg.*—During the interregnum that existed between the death of the late Lady Aldborough and the time that Mr. Dennis obtained the property, the school became derelict, and it was the Incumbent who by public subscription kept it going.

Captain *Dennis.*—I am sorry to say that the Incumbent was reported by my uncle for his neglect of the school. I am informed so.

A gentleman present said he was informed that Mr. Usher asked Mr. Dennis to fix an hour for religious instruction, and that he would not do so. Mr. Usher wished that the hour for religious instruction should be after the school instruction.

2062. Dr. Traill.—That was unreasonable. The manager has a right to fix the hour for religious instruction; and the proper hour for giving it is the hour when the children go in, no matter what any clergyman says.

Mr. *Drury.*—As far as the present Incumbent is concerned, Captain Dennis fears that the friction will be so great that it will interfere with the proper working of the school.

2063. Lord Justice FitzGibbon.—When he gets the new school, you will get on better. If you put the Incumbent off the governing body, you will simply upset it. He is not in even as good a position under the Scheme as other Incumbents, for he is not the manager of the school. And you must remember that he has had every reason to be indignant at the condition of the school up to this.

Oct. 20, 1893.

Mr. *Drury*.—I pass from that with the remark that, as far as Captain Dennis is concerned, he has a strong objection to his being on the governing body. He has had experience in the matter and he knows what has arisen.

2064. Dr. TRAILL.—If he gets the appointment of the manager during his own absence, will he be satisfied?

Lord Justice FITZGIBBON.—The rules of the National Board require that the manager shall be resident within a reasonable distance of the school.

Rev. Mr. *Usher*.—The present manager has not been resident, and the result is that there has been nothing but mismanagement. The teachers have been quarrelling and fighting with each other in the presence of the children, and not only boxing each other, but battering the heads of the children.

Dr. TRAILL.—Then the jail is a good place for the school under the circumstances.

2065. Lord Justice FITZGIBBON.—Our provision for the appointment of a manager is subject to the National Board's regulations. If they don't approve of the person appointed, they will appoint somebody else. I think you should take into account, in judging of the Incumbent's action, that the school is very badly managed now.

Mr. *Drury*.—I don't press it farther than I have done. With regard to clause 4 which provides that the Representative Governors named shall hold office for a certain period, and which also provides for the appointment of subsequent Representative Governors, Captain Dennis objects to the Select Vestry being given the power of appointing two persons. He says it would be more reasonable and proper that the future subscribers should have the power under clause 5 of appointing the Governors.

2066. Dr. TRAILL.—Are the Select Vestry going to pay anything towards this school?

Mr. *Drury*.—No, it appears not.

2067. Lord Justice FITZGIBBON.—There is £50 to be made up in subscriptions, and if you give us the names of the subscribers we could name some of them in the Scheme as Governors, and let you start.

Mr. *Molloy*.—The difficulty is that the sums are too high.

Mr. *Drury*.—For my part, I think that as far as the owner is concerned, it would be better for him to have the Select Vestry appoint the Governors; but he thinks it would be better that outsiders should be induced to put their hands in their pockets.

2068. Lord Justice FITZGIBBON.—In country parishes such as this, a subscription of £10 in one sum is a thing you hardly ever get; and even for the particular purpose of whipping up this school, there is only one £10 subscription in the lot. Even £1 annually is a large subscription to give to a parish National School such as this. If you will reduce the money qualification, I should be content, as long as there are subscribers, to let them have the appointment of the Governors, without the influence of the Select Vestry. But if there should be a failure of subscribers, then I think the Select Vestry should have it. After what has happened, we cannot put the school again into the hands of the owner alone. In the case of the parochial sustentation fund, I find in the list before me, several pounds, and a good many ten-shilling subscriptions. I think that would be a fair qualification for the school too.

Dr. TRAILL.—According to the Hewetson Scheme, as long as the Select Vestry contribute not less than £10 annually, they are to appoint Governors.

2069. Lord Justice FITZGIBBON.—The Vestry there get more value, because it is a boarding school of a different class altogether from this, and they are allowed to use it as a parochial school. If you have ten persons subscribing 10*s*. a piece, that would be £5 a year, and the same persons would probably be members of the Select Vestry and subscribers—they might be allowed to elect Governors, and if there should fail to be subscribers enough, the appointment should go to the Select Vestry.

Dr. TRAILL.—That would be a premium on not paying.

2070. Lord Justice FITZGIBBON.—No doubt, but we must in all cases, represent the parents of the children.

Mr. *Dagg*.—If the Select Vestry paid £5 a year, they might be allowed to put in a Representative Governor of their own.

Mr. *Drury*.—That would be a fair way of settling it. It would be fair that the Select Vestry should subscribe a certain sum if they elect.

2071. Dr. TRAILL.—They should not use the same money twice. If they pay £5 a year as the Select Vestry, they should have one Governor. If the money is paid by private subscribers, the figures should be put down to them separately.

Mr. *Drury*.—Give the Select Vestry a right to elect if they subscribe £5 a year.

2072. Dr. TRAILL.—That is what we did in the Rathmines Scheme.

Mr. *Drury*.—There ought to be every encouragement given to the subscription of money.

2073. Lord Justice FITZGIBBON.—Dr. Wilson suggests that the parents of the children should be qualified to vote. If we make the life qualification £5, the annual one 10*s*., and add the parents of children who have been, say for a year on the roll, and give the Select Vestry an additional Governor if they subscribe £5 a year, I think that would give you a Governing Body that would work.

Mr. *Drury*.—I think that would be reasonable.

DR. TRAILL.—The Select Vestry's £5 must be exclusive of the sums for which members of the Select Vestry are to vote as subscribers. If they want to vote in a double capacity, they must pay double. They cannot use the Vestry subscription for the purpose of voting as outside subscribers.

2074. Lord Justice FITZGIBBON.—Understand how this will work. The Stratford Lodge proprietor and his nominee would make two. If he is not there, he appoints his deputy, so that he has two Governors in any event. Then, supposing we don't yield to his objection, there will be the Incumbent at the other side, and the subscribers, if there be enough of them to start with, will elect one from the beginning. That would make two and two, and these with the Bishop or the Bishop's deputy, ought to work well. The owner will always have two, and unless the Incumbent is very unreasonable, in which case we would hope to find him a minority of one, he at the outside could have only the one representative of the subscribers at his side, then the Bishop or his deputy would come in as an outside authority to decide between you. If the Select Vestry give £5 a year, they would have an additional Governor, and even then, with the Bishop or his deputy, it would result in a tie, and the Bishop could be sent for, in the case of any serious dispute, and as chairman would have a casting vote. I think that ought to be fair, subject always to Captain Dennis's objection to the Incumbent.

Rev. Mr. *Usher*.—As to my unreasonable opposition to the Dennis family, I think it only rests in the mind of Captain Dennis.

2075. Lord Justice FITZGIBBON.—Well, I hope before long, it will only exist as a matter of history.

Mr. *Dagg*.—I think there should be a clause disqualifying Governors who don't attend board meetings for two or three years.

2076. Lord Justice FITZGIBBON.—We have made that provision in some cases, and not in others. It is an objection to it that the result is to disqualify a man who has been away for a time, and comes back. On the other hand, you have the remedy in your own hands, by not electing a man who has been absent without good cause.

Mr. *Dagg*.—There should be some limitation with respect to residence.

2077. Lord Justice FITZGIBBON.—That would only apply to Captain Dennis and his representative, for the other Governors will all be local people. If he nomi-

nates a Governor who is not there, he throws away his control. You may trust him to appoint somebody who will look after his interests.

Mr. *Dagg*.—I think it would be better to have the Bishop of the diocese a Governor, and that he should nominate his deputy. The Bishop should be one of the Governors if he should be willing to act, and if he does not come, he should have power to appoint a deputy.

Dr. TRAILL.—So he will.

Mr. *Drury*.—With regard to clause 8, Captain Dennis suggests that the technical education and other things mentioned there were never contemplated by Lady Stratford, and that if these should be given, it will be at the cost of the ordinary education that was intended to be provided in these schools.

2078. Monsignor MOLLOY.—If you look at clause 11, you will see that the Governors are empowered to receive additional endowments.

Lord Justice FITZGIBBON.—And besides, technical education may be given in National Schools, and the ordinary education is paid for by the public grants.

Mr. *Drury*.—When you have not subscribers, and only £65 a year, with whatever contribution is provided by the National Board, if the Governors start technical education, it will exhaust the funds.

2079. Lord Justice FITZGIBBON.—Make your mind easy. This will be a National School, and the National Board insist first on elementary education, and until full time has been given to it, you are not allowed to give technical education. You could not do a better thing at Baltinglass, with £50 a year to spare, than to have an evening school or technical instruction whereby the young people would learn the use of their hands.

Dr. TRAILL.—If you have a margin you could not do a better thing than build a workshop, and you would get a grant from the National Board for it.

Mr. *Drury*.—Clause 18 provides that the owner shall be Chairman of the Governing Body. We suggest that it should be put in that he should have power to nominate his deputy.

2080. Lord Justice FITZGIBBON.—You want both there, and in clause 14 that the deputy shall be in your hands.

Mr. *Drury*.—Captain Dennis must be away for a considerable time, and it is only fair that when he is paying £800 as the owner of the estate, and providing £65 a year, he should have somebody at it.

Mr. *Molloy*.—I don't know whether you wish me to give any proof of the state of the schools in the time of Lady Stratford; but I can prove that there were then three distinct schools, a female school, a male school, and an infant school. There were three teachers. Each of them was paid £30 a year; and the centre building was the residence of two of the teachers. (Refers to picture). The separate building on the right was the infant school, and in the wings of the main building there were the male and female schools. In the time of Lord Aldborough, the male, female, and infant schools were all kept up under the Earl of Aldborough as immediate lessor, and the poor law valuation of the premises was £16 a year. The returns given by the Commissioners of Endowed Schools in 1858 and 1879 show the existence of the three schools, with the three teachers at £30 a year each. That proves that the cost of maintenance was at least £100 a year; and we say that the rental of the property is between £400 and £500 a year at the present moment, and that the entire of that is applicable to supply whatever is necessary to keep the schools open. Of course as Lord Justice FitzGibbon has said, the National Board having come in, we cannot insist on the owner's providing all that out of his own pocket, but we do ask that the annual contribution of £65 should be increased. We wish to have as much power as possible for the purpose of educating the children, and, as the Lord Justice has thrown out, work might be done in the evening. No doubt the schools were originally elementary; but nowadays education is such an important element that the man who is without it might as well be out of the world; and we suggest that inasmuch as Captain Dennis receives at least £400 a year from this property, he ought to contribute a larger proportion of the cost than £65 a year. He treats his giving £65 a year as a sort of gratuity to us. We say it is not a gratuity. *Oct.* 20, 1893.

2081. Lord Justice FITZGIBBON.—Nobody supposes that it is.

Mr. *Molloy*.—But supposing that we fall below the number limits of a National school £65 a year would not be enough for us at all.

2082. Dr. TRAILL.—The less children you have in the school, the less your expenses will be.

Mr. *Molloy*.—But we must keep up our qualification.

Lord Justice FITZGIBBON.—And if you insist on more schools than one, you can't do it. We should like now to have the evidence of anyone who can tell us what the arrangements were in the old lady's time.

Mr. *Peter Douglas* sworn and examined by Mr. *Molloy*.

Mr. Peter Douglas.

2083. You were I believe a former agent of the late Mr. Meade Dennis?—Yes.

2084. Do you remember the existence of these schools for a great number of years back?—About fifty-seven years.

2085. What is your earliest recollection of the state of them?—There were three distinct schools. Miss Robinson was the teacher of the infant school when I first knew it. Mr. Haines was the male teacher and Mrs. Haines the female teacher. She was afterwards elected matron of the workhouse, and Miss Robinson was moved from the infant school to the female school, and she remained the female teacher up to her death. Miss Dillon was appointed to take charge of the infant school. She married Head Constable Morrison and left the place, and Miss Dunkley—who afterwards became Mrs. Cope—was appointed by the late Lord Aldborough as mistress of the infant school. After Lady Stratford's death, Lord Amiens, the nephew of Lady Elizabeth Stratford, afterwards became Lord Aldborough. After Mrs. Cope left, Mrs. Middleton was appointed, and remained for some years. During my recollection there were eight different teachers in the male school, of whom Mr. E. Sweeny, the present teacher, is the last. I knew only two teachers in the female school, and four in the infant school. It was held in the detached building shown in that print. Originally Miss Robinson held it in Lady E. Stratford's gate-lodge, but at the time Miss Dillon was appointed I am sure it was in the detached building. Miss Robinson came into that building as teacher, and remained in it up to the time of her death.

2086. Lord Justice FITZGIBBON.—When did she die?—About a year ago.

2087. Is she the Miss Robinson that was there at the time the railway came?—Yes.

2088. How long was what you call the infant school carried on there?—There were four teachers. After Sweeny came to reside in the dwelling-house belonging to the main school, Miss Robinson was moved back to the infant school building to make way for his family.

2089. When did the infant school cease to be maintained?—Mrs. Middleton was the last teacher of it. It was discontinued after Mr. Dennis came in.

2090. Were there three schools down to the time that Mr. Dennis came in?—There were. He discharged

Oct. 20, 1893.

Mr. Peter Douglas.

Mrs. Middleton. There were two distinct schools from that out. The present female teacher, Miss Cook, never was classed under the National Board.

2091. Dr. TRAILL.—What number of children were in the school?—I could not tell you. I never attended the school.

2092. What were their denominations?—All Protestants. There was a mixed school up to the time the first National School was built; it is not standing at present, but from the time it was built no Roman Catholic attended the Stratford Lodge School.

2093. Monsignor MOLLOY.—Do you know how many children are in the school at present?—I do not.

Lord Justice FITZGIBBON.—We have a return of 35 boys and 26 girls in 1861, all Church of England.

2094. Mr. *Drury.*—When you remember the infant school, was it held in the gate lodge?—Yes.

2095. Was it held afterwards in a house that was known as the "Blanket house"?—I don't know.

2096. Do you know what the "Blanket house" was?—At the time the school was held in the gate lodge, they had a board over the detached building with the words "Poor Shop." A number of ladies used to meet there and distribute clothing.

2097. It was known as the "Blanket house"?—I never heard that. It was known as the "Poor Shop."

2098. And Miss Robinson held the Infant school there, after it was removed from the gate lodge?—I don't know that Miss Robinson taught in it, but Miss Dunkley and Mrs. Cope did.

2099. Lord Justice FITZGIBBON.—There are important figures in a return of 1858, showing that the school was suited for 75 pupils. In that year there were 16 boys on the roll, of whom 15 were United Church and one a Methodist. In the girls' school there were 26 on the roll, of whom 24 were United Church and two were Methodists. In the infant school there were 28 on the roll, of whom 26 were United Church and two Methodists, making altogether an attendance of 70. In 1883 the total number was 61. That is the whole number you have to go upon, and under the National system it would be impossible for you to have more than one school.

Mr. *Dagg.*—Our position is that if we had a first class teacher he would be only entitled under the National Board rules to a second or third class salary because the numbers won't be sufficient. At present the average attendance in the mixed school is 42. We entertain very strong views as to the expediency of dividing it. There are obvious reasons why the boys and the girls should be separated.

2100. Dr. TRAILL.—I am the manager of several schools, and I never heard such a ridiculous statement made by any sensible man. Give me any reason why you should not educate boys and girls together.

Mr. *Dagg.*—A boy may wish to go out or a girl may wish to go out.

2101. Dr. TRAILL.—They don't go to the same place.

Mr. *Dagg.*—I know that some children feel sensitive about getting up to go out in the presence of others.

2102. Dr. TRAILL.—Unless there be no proper provision outside I don't understand your objection.

Lord Justice FITZGIBBON.—I don't see how you could have separate National schools for the boys and the girls. The only place where this objection prevails at present is in the old-fashioned institution over the way. In the Royal University, Belfast Colleges, and in many intermediate schools, where they can't keep up separate schools, grown boys and grown girls are studying together, and it is almost universal to have mixed schools in country parishes.

2103. Dr. TRAILL.—It is the most humanizing thing possible for boys to be educated along with girls. It makes them learn decent and proper manners and prevents a marked separation of the sexes in after life. It is the best thing for both.

2104. Lord Justice FITZGIBBON.—To come to the thing practically, you cannot have two National Schools with your numbers. If you want to have two separate schools, you must give up the idea of a National School altogether.

Mr. *Dagg.*—If we had the full endowment we could do it.

2105. Lord Justice FITZGIBBON.—Even if you got what Lady Stratford herself paid, namely three salaries of £30 each for three separate individuals, you could not by any possibility get efficient teachers in those days. They would not come to you for that. They would have no pensions, and they would be just miserable teachers. The National Board won't give a salary to a principal teacher, with an attendance of less than 35, and you cannot have an attendance of that number consisting of one sex alone. What you can get may not be the best, but it is the best you can have in Baltinglass, a male teacher and a workmistress or female assistant for a mixed school. I am afraid you must be content with that.

Captain *Dennis.*—I would separate the schoolroom into two, by folding doors, if that would be sanctioned.

2106. Lord Justice FITZGIBBON.—Does Baltinglass parish include the whole area from which children would be likely to come

Rev. Mr. *Usher.*—I think so.

Witness.—There is a part of Ballynure, and the parish of Stratford, or Rathbran.—about two miles off.

2107. Lord Justice FITZGIBBON.—Would all the children of Rathbran come?—Not the entire.

2108. The total number of Protestants of all denominations in the parish of Baltinglass is 310. The total number of Protestants in Ballinure parish is 51, and the total number in Rathbran is 112. Can you give us any information as to the number of children that were in the schools in Lady Stratford's time?—I think sixty would be about the average.

2109. What was the date of the establishment of the first Roman Catholic School?—I think immediately after the National System came into operation.

2110. It was in Lady Stratford's time?—It was.

2111. Which was it or her school there first?—Her school was long before it.

2112. Dr. TRAILL.—Were many children removed from her school by the establishment of the other?—A very considerable number.

2113. Did many Roman Catholics attend her school?—Some that were close to it attended.

2114. Lord Justice FITZGIBBON.—I suppose she first established her schools for all denominations in Baltinglass, when there was no other school there. Shortly after the National Board came in, a Roman Catholic school was established, and since then the Stratford School has been practically Protestant?—Practically. There have been no Roman Catholics attending it for a long time.

2115. During Lady Stratford's time the Rev. Henry Scott was virtually the manager of the school?—He was the Curate of the parish.

2116. Dr. TRAILL.—Was he any relation of Lady Stratford's?—None whatever.

Rev. Mr. *Usher.*—I can give you the dates with respect to Mr. Scott. September 2, 1827, was the first time he officiated, and his last Sunday was February 26, 1854. That was long after Lady Stratford's death.

2117. Lord Justice FITZGIBBON.—He was no relative of hers, but only an intimate friend?—None whatever.

Oct. 20, 1893.

Mr. George Leonard.

Mr. *George Leonard* sworn, and examined by Mr. *Molloy*.

2118. How far back does your recollection go with regard to these schools?—I went to school to Miss Robinson in the gate-house in the year 1845.

2119. Lord Justice FitzGibbon.—Was that the Infant school?—Yes; it was held in Lord Aldborough's gatehouse. After Miss Robinson went to the female school, and Miss Dillon came, I went for seven or eight years to her. I was an infant at that time. Then I went to the Boys' school, and was there for nine or ten years.

2120. Dr. Traill.—Was there a good teacher?—There was Mr. Grodier, who was the first, and then Mr. Murphy came in. His father taught under Mr. Dennis. Then Mr. O'Brien came, and then Mr. Fisher. I went to Mr. O'Brien, Mr. Murphy, and Mr. Grodier.

2121. Lord Justice FitzGibbon.—What were the numbers?—There were more than thirty boys in the Boys' school.

2122. How many were in the Infant school at the time you attended it?—Twenty at all events.

2123. Were they all Protestants?—They were.

2124. As long as your memory goes back there was a separate school for the Roman Catholics and one for the Protestants?—I don't know about that. There were no Roman Catholics attending the Stratford schools.

2125. I suppose the number was not more than seventy in the three schools?—I don't think it could be.

2126. Mr. *Drury*.—You don't know whether there was a difference between the Infant school and the others. Miss Robinson was in charge of one?—I went to Miss Robinson, at the Infant school in the gate-house, first.

2127. Where did she go then?—Miss Robinson was made the female teacher in the principal Girls' school, and Miss Dillon then taught in the other Infant school in the gate-house. I remember Lady Elizabeth Stratford coming to the gatehouse and presenting us with fruit.

2128. Lord Justice FitzGibbon.—Were the Boys school and the Girls' school always in the building that has the two ends to it?—Yes.

2129. The Infant school was first established in the gate lodge?—Yes.

2130. And it was afterwards moved from the gate lodge to the other building, called the Poor Shop, which is shown in the photograph?—Yes, but the transfer was not made until after Lady Elizabeth's death.

2131. This shows how much of the property taken by the Railway was formerly school property. It would affect the item of £242, but it is now material only to show that Mr. Meade Dennis got more than £800 for the school premises. (To witness)—What was that building used for, before the Infant school was moved into it?—A committee of ladies used to meet in it and distribute clothing. My father-in-law informed me that Lady Elizabeth Stratford used it for a number of ladies that used to meet there and make clothes for the poor.

2132. It was the "poor shop"?

Mr. *Dagg*.—It was.

Mr. *Molloy* handed in an affidavit from Mrs. Cope.

Miss *Anderson* then produced a book containing accounts of Mr. R. H. Anderson, as agent to the late Earl of Aldborough.

Mr. *Molloy* stated that this book contained entries of salaries paid on behalf of the Earl of Aldborough to teachers in the Stratford Lodge School.

Miss *Anderson* stated that after Lord Aldborough's death the salaries were paid by Mr. Dennis until 1888. Miss Anderson pointed out items in the book including the following:—19th July, 1856, salary to Mr. O'Brien, schoolmaster, £7 10*s*., a quarter's salary; 28th January, 1857, teachers' salaries (three) for quarters ending January 1st and 19th, at £7 10*s*.—£22 10*s*.; 21st March, repairs of schoolhouse, £3 12*s*.; January 6th, 1881, quarter's salary to Miss Cooke, £7 10*s*.

Rev. John Usher.

The Rev. *John Usher* sworn and examined.

2133. Lord Justice FitzGibbon.—How long have you been Incumbent of Baltinglass?—Since 1876.

2134. When you arrived at Baltinglass the schools were in the old building?—They were.

2135. How many were in operation?—There were three schools, a Boys, a Girls, and an Infant school.

2136. Was the Infant school then maintained in the "Poor Shop" building?—Yes, as a separate school.

2137. Who were the three teachers?—Mrs. Robinson, Mr. Foster, and Mrs. Middleton. Before that—in 1873 and 1874—I was curate, and Mr. Middleton was teacher. He was appointed to the workhouse, and Mr. Foster—who was there when I came back as Incumbent in 1876—became teacher, instead of Mr. Middleton.

2138. How long was the Infant school kept up as a separate school?—All the time I was there, until Mr. Dennis got possession of the property, and then he dismissed Mr. Middleton. I paid Mrs. Middleton's salary part of the time I was there. From the death of the late Earl of Aldborough, his mother, the old Countess of Aldborough, had been supporting the school, and when I was appointed to the parish, she wrote to me stating that it was unfair to throw the whole responsibility of supporting the school upon her, and asking me to make an effort in the parish and amongst the gentry of the neighbourhood to raise subscriptions to help her to pay the three teachers, as she did not like to see the school fall through. I made an effort and got some money. The late Mr. Dennis refused absolutely to give me any support when I was asking subscriptions.

2139. Who was the owner of the estate at that time?—The co-heirs of the Stratford Lodge estate, Lord Tollemache, Mrs. St. John, and Captain Best, and they refused to contribute anything to support the school, unless it were shown that they were legally liable to do so.

2140. You then made some effort to get subscriptions?—Yes.

2141. What became of the Infant school?—It was kept up until Mr. Dennis got the property.

2142. What year was that?—I should say about 1878.

2143. About two years after you became incumbent?—I think so.

2144. How many infants were attending the school when it was closed?—I should say about twelve or fourteen. I am not certain, but I remember seeing the children.

2145. They were taught by one female teacher who got £30 a year?—Quite so.

2146. Who was the teacher in the Girls' school in 1876?—Miss Robinson.

2147. How long had she been teacher?—She was there for many years; I could not tell how many.

2148. Was she living in the "Poor Shop" house?—Not then. She was living in the central building, and the schoolmaster, Mr. Foster, was living on the other side.

2149. How was that arrangement changed?—On the dismissal of Mrs. Middleton, Miss Robinson was transferred to the Infant school building by Mr. Dennis, when he discontinued the Infant school.

2150. Dr. Traill.—That was to make way for the master who was getting married?—He had been married.

Oct. 20, 1893.

Rev. John Usher.

2151. Lord Justice FitzGibbon.—Miss Robinson, living in the "Poor Shop" house, continued to teach in the Girls' school?—That's the way it was.

2152. Did she teach down to her death?—Not exactly. When the school was removed to the jail, Miss Robinson went to live in the jail with Miss Cooke, the present teacher. The Countess of Aldborough told me that she provided for the payment of an annuity to Miss Robinson, and Captain Dennis assured me that it was paid, but I never knew it to be paid.

Captain *Dennis.*—It was paid.

2153. Lord Justice FitzGibbon (to witness).—Was that by way of a pension?—By way of a pension. The Countess of Aldborough told me that she made provision for the payment to Miss Robinson of an annuity of £30 a year. Miss Robinson never got a penny of it.

2154. What became of her?—She died.

2155. Who followed her as teacher?—Miss Cooke, who is there still.

2156. When you went there in 1876, about how many girls were attending the Girls' school?—About the same as in the Infant school—twelve or fourteen.

2157. At that time how many boys were attending the Boys' school?—I should say about fifteen or sixteen.

2158. Then the numbers were not greater than they are now?—No, they were not.

2159. Had those teachers any emoluments except the £30 a year?—Miss Robinson told me they always got fuel; they had apartments, and plots of ground for vegetables, and they were paid by the pupils too.

2160. The existing school we saw ourselves, but it is some time since we were there. What are the numbers now?—I don't know. I don't go near the school. You could not stand it five minutes, the room is so dreadfully close.

2161. Is that what keeps you out of it?—Well it is, partly, indeed.

2162. Dr. Traill.—Have you any Sunday school?—Yes.

2163. What numbers have you in it?—About forty-five or forty-six.

2164. Boys and girls?—Yes.

2165. Monsignor Molloy.—Perhaps some of these are children that go to other schools?—Yes. Some of them do not attend the Stratford School. There is another school about two miles off.

2166. Lord Justice FitzGibbon.—Is it not plain that school accommodation for about sixty pupils is the most that you can want?—I suppose so, but it would be necessary to separate the infants from the rest, for it would be nonsense to try to give a lesson of any kind in a school where there were a lot of infants. Of course if the schoolroom were larger it might not be so bad.

2167. Dr. Traill.—In any school there must be a separate place for the infants. Nobody ever heard of their being taught together with the others.

Witness.—It is done at present.

2168. Dr. Traill.—In the plans is there provision for a separate Infant school?

Captain *Dennis.*—If there be one large room, I have agreed to divide it into two. The plans were approved of by the Court of Chancery in my father's time.

2169. Dr. Traill.—What proof have we that they were approved of by the Court of Chancery? We have no evidence on the subject before us.

Captain *Dennis.*—The Commissioners of Charitable Donations and Bequests have satisfied themselves that they are the plans, and I presume they made inquiries.

2170. Dr. Traill.—I don't see that that is any proof that the plans were in the Court of Chancery, for the Master of the Rolls does not appear to have looked into the matter. Surely if you are spending £680 you will have room enough for two schoolrooms.

Captain *Dennis.*—I maintain that I am not obliged to build an Infant school, for it never was part of the school.

2171. Dr. Traill.—There could be a separate classroom for the infants under the same roof.

Captain *Dennis.*—I think there should; but I have never seen a National school with more than two rooms. I have agreed to divide the room into two.

2172. Lord Justice FitzGibbon.—The plan shows one schoolroom 33 feet long by 18 feet wide, 11½ feet high at the sides and 20½ high in the middle.

Captain *Dennis.*—I propose to divide it by folding doors, and to lengthen it by 10 feet.

2173. Lord Justice FitzGibbon.—At all events, the plans must be approved of by the National Board, or they won't give any grant.

Captain *Dennis.*—They have been approved of by them. The only question is if they were approved of by the Court of Chancery.

Witness.—Do they include a second residence?

2174. Lord Justice FitzGibbon.—There are three rooms on each floor.

Mr. *Dagg.*—Under the existing arrangements, the female teachers all have separate apartments. Now there will be only one teacher's residence, and unless you get a married teacher, the female teacher will only get £30 a year, and she will have no free residence.

2175. Dr. Traill.—You require an attendance of seventy to entitle you to a female teacher. You can have a workmistress with an attendance of forty.

Mr. *Dagg.*—We shall want a female teacher as well as a male. The present teacher is a workmistress. She has free apartments, but when this school is built she will have to board and lodge herself on £30 a year.

Captain *Dennis.*—The Scheme will include that the school is to be built according to a plan approved of by the National Board.

2176. Lord Justice FitzGibbon.—We cannot recognise the Chancery plans as binding upon the National Board, because the foundation of the whole thing is a grant from the Board, which Chancery cannot bind them to give. Within what time will you finish this School?

Captain *Dennis.*—I spoke to the contractor, and he said that if the winter should be severe, it will check him altogether in the building; and then, if the site isn't obtained——

2177. Lord Justice FitzGibbon.—When will you get possession of the site?

Captain *Dennis.*—Some time ago, when I was trying to get a site, there were legal difficulties in the way. It is two months since I negotiated with the co-heirs.

2178. Lord Justice FitzGibbon.—How does it stand now?

Captain *Dennis.*—Owing to the delay, a resolution was passed to put the matter into Chancery, and so I withdrew my promise until I was assured by the Charity Commissioners that they could not force me to build anywhere except on a site on my own ground which I would provide free. Eventually I agreed to build, in order to save the annoyance from such a resolution on the part of the Select Vestry, and their representatives were to take all the necessary steps to acquire a site, and to prove title to it, and to deduct that out of the £50 they were to subscribe.

Mr. *T. J. Cope*, Secretary to the Select Vestry.—I think Captain Dennis is not altogether correct in that.

2179. Captain *Dennis.*—Have you got the resolution?

Mr. *Cope.*—I have, in the minute book.

2180. Lord Justice FitzGibbon.—The end of all this will be, that the 30th of June will come on you, and you will not get another day from the National Board.

Mr. *Dagg.*—The tenant is willing to let us have the statute acre for £30. Captain Dennis is negotiating with the landlord for the purchase of his interest. There is where the delay arises; but there

ought to be very little delay, because the question of title would be very easy to get over, inasmuch as it is part of a field which Captain Dennis's father purchased as part of the site for a church, and the title was investigated eight or ten years ago.

2181. Lord Justice FitzGibbon.—If you go looking into title, as if you were buying the whole estate, you will never get it at all. Have you any agreement with the owners?

Captain *Dennis.*—It was distinctly left to the Vestry, on account of their having passed a resolution when I was doing my best. I have done nothing more than make an offer. No contract has been made with the co-heirs. My brother-in-law, who is my agent, is in communication with the co-heirs' solicitor as to what they will accept.

2182. Lord Justice FitzGibbon.—You must realize your position. It is for you, and not for the Select Vestry or anyone else, to negotiate with the co-heirs, if you don't want your estate sequestered.

Mr. *Cope.*—We tried, and we could not do it.

Mr. *Drury.*—If they let the thing alone, and don't pass any resolutions, it will be done.

2183. Dr. Traill.—You ought to see that there is no grass letting of the land from November to May.

Mr. *Cope.*—Captain Dennis, since the Select Vestry acted in the matter, has there been any personality between you?

Captain *Dennis.*—None whatever.

Mr. *Cope.*—We are trying to avoid it.

2184. Lord Justice FitzGibbon.—You are at it for the last four years, and unless this thing is finished and the school ready to be opened, the National Board will stop the salaries on the 30th of June.

Mr. *Drury.*—When will the revised Scheme be ready?

2185. Lord Justice FitzGibbon.—We will bring it out in between a fortnight and three weeks, but you must not wait for it. If we pass no Scheme you will be in the Court of Chancery. *Oct.* 20, 1893. Rev. John Usher.

Dr. Traill.—The money that you would spend in the Court of Chancery would build the school three times over.

2186. Lord Justice FitzGibbon.—We will revise and sign the Scheme, on the lines indicated to-day, and send it to the Lord Lieutenant. It will then be open to anybody to present objections to the Privy Council, and if these succeed, the only effect will be that the Scheme will come back here, and two or three months more will be gone. The result of all will be that, if you don't get a Scheme from us, our hands will be washed of the transaction, and you will have to go to the Court of Chancery and make the best of it there. I therefore hope you will see, on both sides—as I think you are inclined to do—that your best course will be to take the best Scheme you can get from us, and not go to the Court of Chancery, which would end in ill-feeling, and probable disaster to both the school and the estate.

Captain *Dennis* (addressing Mr. Cope).—Am I to do it or you?

Mr. *Cope.*—It is you only who can deal with the co-heirs.

Lord Justice FitzGibbon.—It is for you, Captain Dennis, to get possession of the site, and the Select Vestry will contribute £50; they say the occupying tenant has agreed to give up the possession for £30, but you are the person to provide the site, and produce the conveyance.

The Inquiry then terminated.

PUBLIC SITTING—SATURDAY, OCTOBER 21, 1893.

Oct. 21, 1893.

At the Court House, Dundalk.

Present:—The Right Hon. Lord Justice FitzGibbon, Judicial Commissioner; and the Right Rev. Gerald Molloy, D.D., D.Sc., Anthony Traill, Esq., LL.D., M.D., F.T.C.D.; and Rev. Dr. Wilson, Assistant Commissioners.

The Assistant Secretary, F. Redmond, Esq., B.A., was in attendance.

SCHEME No. 143.—THE VISCOUNT LIMERICK ENDOWMENT.

Objections and Amendments.

2187. Lord Justice FitzGibbon.—This sitting is held to consider the objections to the draft scheme for the Dundalk Endowed Grammar School, which was published on March 31, 1892. Since that date some new points have been raised with reference to the endowment, and some observations have been made upon the scheme; among other things, it is observed by some of those who have now sent forward objections, that they had not realized the importance of the matter, their own interest in it, or the scope of the proceedings of this Commission. We find that not an uncommon state of affairs among people whom one might suppose to be interested in Irish educational endowments, many of which have been of little or no use for many years, while those who had the right to them, and might have looked after their own interests, neither knew anything about the condition to which the endowments had been reduced, nor anything of the proceedings that were taken with a view to revive their usefulness.

This remark having been made in the case of the Dundalk Grammar School, I think it well to mention shortly the proceedings already taken, the nature of the endowment, the proposals made in the draft scheme, the objections that have been put forward to that draft scheme, both in principle and detail, and also the course which we are bound to take, now that the matter has reached its present stage. The endowment is small and old. It was founded in 1725 by Viscount Limerick, and consists partly of a rent-charge and partly of school premises. The school premises were, to a considerable extent, not derived from Viscount Limerick but from Thomas Fortescue, of Reynoldstown, an ancestor of Lord Clermont. In 1725 there was a Municipal Corporation in Dundalk, known as the Bailiff Burgesses and Commonalty of the Borough, and they seem to have been in litigation with Lord Limerick about some bogs and common lands in or near the town. The deed of foundation is not very full, but it would appear that the litigation was settled by an arrangement by which the Corporation released to Lord Limerick forever all claim upon these bogs and common lands. Whatever that claim was it does not seem to have been admitted, but as a sort of consideration for giving it up, Lord Limerick granted a perpetual rentcharge of £50 Irish currency,

Oct. 21, 1893.

equivalent to £46 3s. 1d. sterling, out of all his estates, which are now Lord Roden's property. That annuity was declared by the deed to be secured, out of these estates, "For the encouragement and support of one or more schoolmasters to teach the English and Latin tongues within the Borough of Dundalk or the Liberties thereof for ever." The education which it was intended to encourage and support was grammar school, or higher education, it was not elementary education, but classical education, and therefore there can be no claim upon this endowment for any purpose of mere elementary education. Elementary education since that date has received large, if not lavish, assistance from the State; grammar school education until recently got little or no public support, and in every view of the matter, the class of education which we have to endeavour to encourage and support with the help of this endowment is still, as it always was, grammar school education.

The next point is that it is clearly a local endowment, the schoolmasters who were to be encouraged and supported were to teach English and Latin within the Borough of Dundalk or the Liberties thereof for ever, and we have to bear in mind the intention of the founder—for our purpose Viscount Limerick was the founder in granting this rent-charge—in anything we may do with the money now. In 1728, three years after that rent-charge was granted, another deed was executed under which the School premises, a portion of the endowment now available, are still held. Thomas Fortescue gave a lease for 999 years at a rent of 6d. Irish currency of the plot of ground on which the Dundalk Grammar School is still standing. It appears from the lease that all that was then demised was 1 rood 23 perches, the site of the building and outoffices of the present School. At the rent of 6d. that property clearly was a valuable gift by the lessor, and plainly it was given in concurrence with Lord Limerick, because the property was described as the plot of ground upon which buildings for a Free School had been then lately erected by Lord Viscount Limerick. From 1725 to the present time, the rent-charge of £50 Irish has always been paid to the master of the School which was held upon the premises demised in 1728, and therefore the identity of the premises and the unity of the endowment, if I may so call it, seem to be established. There is a valuable plot of ground connected with the School, consisting of a garden containing 3 roods 25 perches, which is not described in the lease, but we have evidence, uncontroverted up to the present, and, as far as I know, not now capable of being controverted, that, for at least 100 years, this garden has been always occupied along with the School, and held by the schoolmaster as part of the school premises, no rent being paid, nor any title acknowledged, and therefore, according to the ordinary principles of law, and to the statutes of limitation, this piece of land may be now treated as part of the School premises, held on the same trust, and therefore now a portion of the endowment. Accordingly the buildings and land with which we have now to deal are the buildings at present belonging to the Dundalk Endowed School, with about one acre of land connected with them, all in the town of Dundalk, and in a position in which land is valuable. The School has had a history like that of many other endowed schools in Ireland—that is to say—there were times when, from having a successful master, or from circumstances affecting competing schools, the School had a considerable number of pupils, and it has had some pupils who reached a degree of eminence, which was attributable, or has been attributed to the good education they got. Nearly every Irish endowed school has had a history of ups and downs. Carrickmacross School, in this neighbourhood, is another instance, it was more than once overflowing, and at other times almost empty. But the schools have never all been full or efficient at the same time. Mr. George William Johnson was appointed master of the Dundalk School a considerable number of years ago, and he is still in possession; he was appointed to a freehold, that is to say, during good behaviour, he for some time had a considerable number of pupils, they have dropped off, and when we last inquired into the matter the number had become extremely small, and the state of the buildings was not satisfactory. Unfortunately a question arose between Mr. Johnson and the late agent of Lord Roden as to some property which had been enjoyed with the School, admittedly not originally part of the School premises, but for which a rent was paid. It was a considerable piece of land, used as a playground or cricket field, and the result of the litigation was it was taken up by the landlord, who proved, I believe, that it was held only under a yearly tenancy. Certain representations or promises were held out to Mr. Johnson at the time of his appointment, which he considered were not fulfilled, but this matter also was investigated by a competent court which decided that, whatever Mr. Johnson's expectations had been, he had no legal power of enforcing them. That reduces the property of the School to what I have stated, and may account for the falling away of the School. But it is in the condition I have described.

We came here first on October 22, 1886. The first year that our commission was in operation we examined Mr. Johnston, and we got an account of the School from him. It is a curious instance of how little people attend to such things, that when that inquiry was held here, as every inquiry of ours has been, in a public place and after advertisement in the local papers, and direct notice to every one whom we believed to be concerned, no one came forward to offer us any information, and we were left to forage as best we could for information from Mr. Johnson, and from him alone. We did not think it satisfactory to set about preparing a draft scheme on such slight information, and in 1891 we endeavoured to stir up some sort of interest in the matter, and came again, having in the meantime written to Lord Roden and to his agent, and also to others whom we thought likely to be able to assist us. We held a second public inquiry, publicly advertised, on October 23, 1891, and we asked Mr. Strong to attend, who was then recently appointed as Lord Roden's agent. The previous delay had to some extent arisen from the difficulty of communicating with the previous agent, from whom we found it impossible to get any information. Mr. Strong gave us all the information he could. He told us all that had occurred about the previous dispute, and we pointed out to him that, as far as we could see, there was no prospect of making the endowment useful on the present lines, and we suggested that it would be better for all parties to realise the property of the existing school, and apply the money to the encouragement of grammar school education in other schools in Dundalk, or for Dundalk pupils. Mr. Johnson on that occasion told us that the condition of his school remained much the same. There had been no improvement, and we examined Mr. Finch, the master of the Incorporated Society's School in the town. He told us so long ago as October 23, 1891, that he had nineteen day pupils attending his school, that he prepared his boys for the Intermediate examinations, that he had other schools competing with him, in which boys of other denominations received instruction in Dundalk, notably a school that we had visited in 1886, the school of the Marist Fathers, in which Roman Catholic boys are educated, and in which we found boys who had come even from America and the colonies to receive their education in Dundalk as boarders, along with a considerable number of day boys belonging to the town. We found other schools also, both for girls and boys, in Dundalk and the neighbourhood, in which something better was given than ordinary elementary education.

With that information we prepared a Draft Scheme. Under our statute this is only the first step in the consideration of what ought to be done, because each draft scheme has to be published, and to remain open to criticism for two months, and during that period all parties interested are entitled and invited to send forward objections and amendments, and after the two months are over it is our duty to consider all these matters before we proceed to revise and sign the scheme. In preparing the draft scheme the whole Commission acts together, but the Judicial Commissioners must agree upon the final scheme. When we come to this stage, the Judicial Commissioners alone are responsible. I am sorry that Mr. Justice O'Brien, my colleague, was unexpectedly called away to-day, but he will have the report of these proceedings, and I will confer with him. So far as I know, there is no apprehension of any difference of opinion between us, and in the revision of the Scheme, we hope to have the assistance not only of those who are here to-day, but also of our colleagues the Assistant Commissioners. We found great difficulty in preparing any practical scheme for this endowment; we were of opinion that there was no possibility of maintaining the present school, there being no money whatever available except the £50 Irish. The premises are old and in a bad state of repair, for many years some voluntary expenditure was made upon them by Lord Roden, but he was under no legal obligation to make that expenditure, and he has discontinued it. The schoolmaster who subsists upon the rentcharge, could scarcely be expected to have funds available to keep up the buildings, and now, to make them anything like what they ought to be for the purposes of an efficient school, an expenditure would be necessary for which there are no funds available, unless the inhabitants of Dundalk see their way to provide funds, and there does not appear to be any great activity up to the present, at all events, in that direction.

When I come to the objections, the first statement I find is rather curious; we are told, in one of the objections, that this is the only school available for Protestant education in Dundalk. To begin with, there is nothing exclusively denominational in the foundation, it is for the encouragement and support of one or more schoolmasters to teach the English and Latin tongues within the Borough of Dundalk or the Liberties for ever. The endowment was not given for a school for any particular religious denomination, it was intended to teach English and Latin indiscriminately to all who were willing to receive such instruction in Dundalk. The School when first founded by Lord Limerick was described, in the deed of 1728, as a Free School, which means a school open to all pupils, not necessarily a school in which no fees are paid. I presume that when it was founded it was the only Grammar School in the town, and it was equally open to pupils of all denominations who wanted education of that kind. But as religious differences in education became more marked, and the supply of schools increased, the same thing happened here as in other places, schools have been established by Roman Catholics for the instruction of members of their own denomination, the Endowed School has remained in the hands of Protestant managers, and Protestant pupils only have attended, and they have not attended in sufficient numbers to keep it up. But there is another remarkable observation to be made on this objection, because the evidence before us, and indeed the Intermediate Examinations, the best public test we have, lead to the conclusion that you have in Dundalk, actually at this present time, one of the most successful Intermediate schools of its kind in Ireland, under Protestant management. The Incorporated Society is of an exclusively Protestant character, as its very name shows, which is, "The Incorporated Society for Promoting English Protestant Schools in Ireland," and Mr. Finch's school is about the best of the Society's schools, and is attended by Protestant pupils of the town. We were therefore surprised to find the Protestants of Dundalk stating that Lord Limerick's school is the only school available for them; in point of fact, they have not, at least recently, attended it at all. The denominational element being out of the case, if the School cannot be maintained as it is, how can the endowment be utilized? The scheme proposed that the buildings and land should be turned into money, and the draft scheme proposed that they should be put up for public sale, after they had been in the first instance offered to Lord Roden, who was the owner of the adjoining land and also the owner of the reversion. We felt, both because it was put forward by Mr. Strong as an equitable claim, and from the history of the endowment and the position of the premises, that Lord Roden ought to be considered in the matter. This land is in the middle of his Dundalk property, some improvements have already been carried out in the neighbourhood, and a plot of this kind, in the centre of an improving district, can be best improved by those who have in charge the general improvement of the place. Furthermore, this £50 Irish is charged upon his estate, and he is the representative of the founder by purchase, if not by descent.

The draft scheme provided that the property should be offered to Lord Roden at the perpetual rent of £40 a year, or at a lump price of £600. Those figures were not a guess, because we got them the papers from the Chief Commissioner of Valuation, Sir John Ball Greene, who supplied us with a valuation which I will read:—

"The Dundalk Endowed Grammar School, which is not now used as a school, is situated at Chapel-lane, in the town of Dundalk. There is a garden attached to it, containing 3 roods 25 perches, which extends eastward behind the old graveyard and the road known as Seatown. This garden was evidently not demised by the lease of 1728, for the plot therein described is stated to have had a frontage of 138 feet, extending backwards 92 feet to the old walls of the Abbey of St. Leonard's, now represented by the graveyard mentioned. I have had inquiry made as to the tenure upon which this garden is held, and I have not been able to find out any reliable information on the subject beyond that of the proverbial oldest inhabitant, which goes to show that it was always attached to and forms a part of the Grammar School premises. I have applied to the Educational Endowment Commissioners for the original lease; that was not forthcoming, but I assume the garden mentioned is held on a like tenure with the Grammar School, viz., for 999 years from 19th August, 1728. At present the buildings are dilapidated, but with the garden I am of opinion they should let for £40 a year, or be worth a capital sum of £600. This sum might be divided as follows, £400 for the school and buildings and yard comprising the area of 1 rood 23 perches, and £200 for the capitalised value of the garden containing an area of 3 roods 25 perches. If the buildings were removed, which should be done, and a further expenditure incurred in making a road through the garden, perfecting the sewerage, &c.; to make it suitable for building ground, an annual value of £25 may be set down for the school premises and yard and the capitalised value of £500. As building ground the garden should then be worth £40 yearly, and the capitalised value £800. Therefore the site of the Grammar School and garden, if prepared for building ground in the way I have indicated, should be worth an annual rent of £65 and the capitalised or purchase value £1,300. The work of making this ground suitable for building purposes can hardly be undertaken by any person other than a speculator, to whom the increased value as building ground would eventually belong. I am, in consequence, of opinion that the Educational Endowment Commissioners, if they dispose of the property, must sell it in its present state; and I believe it is not likely to realise a sum of over £600, even should the garden to which I have referred be held on similar tenure to the Grammar School."

I have read that valuation, in order that the basis of the Draft Scheme may be publicly known. We have no money available to speculate upon in making this place into building ground. We consider it fair to offer a right of pre-emption at an adequate

Oct. 21, 1893

price to Lord Roden; that is the valuation on which we went in naming £40 a year or £600, whichever Lord Roden may offer, but if he does not offer either the property will be put up in the open market for sale, and must go for what it will fetch. You all now have the advantage of knowing, on the authority of the Chief Commissioner of Valuation, that any gentleman who will take the place for £600, and make the improvements mentioned, will have a property worth £1,300.

The remaining property is the rentcharge. Under our Act we are bound to save or provide for vested interests. Mr. Johnson's appointment has not turned out as profitable either as he expected or as we would wish. He is, however, in possession, he has a vested interest so long as he is able and willing to discharge the duties of his office, and we are obliged under our statute to make reasonable compensation in any case in which such a vested interest is interfered with. If the expense of interfering with a vested interest would be too great our alternative under the Statute is to save it, that is, to leave Mr. Johnson to run out his time, postponing anything being done for the good of education in the meantime. Of course there are the ordinary chances that attach to every life interest, and there is also the chance that Mr. Johnson may find more active and profitable employment elsewhere; in either of these events the endowment would cease to be burdened by any vested interest. But, in framing the Draft Scheme, we thought that it would be reasonable and advantageous to offer £30 a year as a retiring allowance to Mr. Johnston on giving up possession of the premises. His vested interest affects not only the £50 Irish, but also the residence and land in its present condition, and we thought that if he gave up the possession of the premises, and thereby made them available for realisation at once, we might give him a retiring annuity of £30 to expedite his resignation.

The question remains—what is to be done with the endowment? The Draft Scheme proposes that it should be divided into scholarships, and that the pupils attending the elementary schools in the Dundalk district should all be open to compete for these scholarships, but that the examination to obtain the scholarships should be an examination in elementary education. If you want to apply money in teaching a boy English and Latin, you should not require that he should first know English and Latin, and our idea was that the most promising pupils who could be found in the elementary schools, young enough to be likely to take advantage of a better education, should all be at liberty to compete for these scholarships, and that when the scholarships were awarded, they should not be given in money, but should be available to pay the fees necessary to provide the successful pupils with Intermediate education, including instruction in English and Latin, in any school in Ireland which the candidates or their parents or guardians might select. That is the whole Draft Scheme, simple at all events, and, having regard to the small amount of the endowment, anything we come to must be simple.

I now come to the objections. It is objected—and, speaking for myself, at present I think it is rightly objected—that paying a schoolmaster who was to reside in Dundalk was the original object, and that these scholarships should be tenable in Dundalk, and not elsewhere. As the Draft Scheme stands, a pupil from any school in Dundalk might compete, and, as soon as he won, he could go to any school in Ireland at the expense of the endowment. That might work unfairly. Suppose Mr. Finch or the Marist Fathers sent up a boy, having gone to all the expense of teaching him, and he succeeded in winning one of these scholarships, they would have educated him without any help from the endowment, and without any help from the endowment they would have enabled him to obtain a scholarship; but, as soon as he got it, the boy could claim to be sent, if he was a Roman Catholic, to Clongowes, or, if he was a Protestant, to Armagh or Enniskillen, or anywhere else, and the endowment would never reach a Dundalk schoolmaster at all That point is hit in one of the objections, and I think. it is a good one. I think that the competition should be open only to boys from the Dundalk district, and, furthermore, that the scholarships paid out of the endowment ought to be tenable in Dundalk schools only; then the payment of fees of this kind to the Dundalk schoolmaster would not only benefit the particular boy, but would help to support and encourage the Grammar School of Dundalk. The Christian Brothers, in their objection, quote the words of the original foundation—that it is to encourage and support schoolmasters. They say these scholarships

> "can in no way contribute to the support or in the slightest degree benefit the teachers, for whose maintenance, beyond all doubt, the endowment was originally intended."

They protest against that, and to a certain extent I agree with them. They also say, that in case there are sufficient funds to provide prizes for the pupils as well as to pay the teachers, then the test should be the Intermediate Examinations. In the first place, there are not sufficient funds. Supposing the £600 to be invested at 3½ per cent., after paying Mr. Johnson's £30, we would have only £60 or £70 a year at the outside. Furthermore, I don't think it would do to let the test be the Intermediate Examinations, because what we want is to enable boys to prepare for the Intermediate Examinations, and, if they stand the test of those Intermediate Examinations, it brings its own reward with it—often a very large reward. The Christian Brothers ask also that only Dundalk boys shall be allowed to compete. Though the boy does not belong to Dundalk, if he attends school in Dundalk for a sufficient period, it is practically impossible to make his qualification depend on where he came from originally. If we make the scholarships tenable in Dundalk only, I think we need not insist that the candidates must have been born in Dundalk, or lived there for any certain time, beyond going to school there for say three years. Difficulties would arise if we go beyond the test that a boy shall have been at an elementary school in Dundalk for two years, or even three, if you wish. If he has done that, let him be qualified, provided he requires assistance to advance his education. Lastly, they object to £30 a year for the present master as too much, and they say that to provide this annuity about £1,000 must be set apart. That is not so; so much of the rent-charge would be set apart, but there is no money fund in the case at all. This is a mere question of amount, and the £30 a year would represent not only the £50 Irish, but also Mr. Johnson's interest and residence in the School premises.

There is an objection, substantially to the same effect, from the Very Rev. Patrick Segrave, R.C.A. of the parish of Dundalk. He objects to the scholarships, on the ground that pupils might compete for them no matter from whence they come; he objects to the holding of a special examination, and he suggests the test of the Intermediate Examinations in elementary subjects to determine the winners of the scholarships. That would be very difficult, because boys cannot go into the Intermediate Examinations until they have reached a certain age, and our desire is rather to encourage boys to prepare for the Intermediate Examinations than to reward them when they have obtained distinction in these examinations. Picking out marks in particular subjects would also be very difficult, and might do injustice to boys who had done better in more difficult subjects. We might, perhaps, take the Preparatory Grade as a test; it has been established since our Draft Scheme was prepared.

The third objection is from the Protestant community, and it is signed by the Rector and Curate of Dundalk, the Presbyterian and Methodist ministers, and three gentlemen as honorary secretaries, each

belonging to a different Protestant denomination. They say that this Scheme will deprive the Protestant community of the only available middle-class school in the neighbourhood. I have already said that it deprives them of nothing of which they are now enjoying any benefit, and further, that this statement overlooks a very considerable feature in the educational landscape of Dundalk, namely, Mr. Finch and his very valuable, efficient, and successful middle-class school. Next they say :—

"It will practically alienate the entire endowment from the class which has for the past 170 years mainly enjoyed its benefits."

It does not alienate the endowment from any class that has officially enjoyed its benefits for the last ten or twelve years, nor, so far as we know, to any large extent for a long time past. It was intended for no particular class except the class that want encouragement and help to learn Latin and English, and though that class possibly includes a larger proportion of Protestants than if we took the whole population, it includes a considerable proportion of Roman Catholics also, and if we judge by the intermediate results in Dundalk the majority would be Roman Catholics. The third point is :—

"The original donors established the school 'for the encouragement and support of one or more masters to teach the English and Latin tongues.' The proposed scheme will only benefit junior scholars between the ages of twelve and fourteen."

I have already pointed out that the junior scholars between twelve and fourteen are those who are to compete for the scholarships, and the benefit is to be applied afterwards to teach them further. But the objection is well founded, and it goes to the same point as the others in that the Draft Scheme does not secure the benefit of the endowment for Dundalk as I think it ought. The next statement is important.

"Dundalk is rapidly increasing in population and importance. The necessity for a school such as the one under consideration is widely felt. Its inefficiency for the past few years has been a cause of great dissatisfaction to the inhabitants of Dundalk, and parents have been compelled to send their children to a distance for education, which was formerly available at this school."

We shall be very glad to hear any evidence on those points, and as to how far the necessity for a school is widely felt will appear upon the evidence as to the attendance at Mr. Finch's School, and the other Dundalk Intermediate Schools, and as to the sending away of boys to other places; but for our purpose there is also the practical question as to how such a school as is said to be necessary could be maintained at all upon £50 Irish of a rent-charge and the value of these buildings and lands. Then the objector says :—

"The Dundalk Grammar School has a reputation second to none in Ireland;'

that is fact—

"and under proper management would doubtless again occupy a similar position;"

that is prophecy.

"Under the Head Masterships of the late Bishop Darley, Dr. Stubbs, Dr. Goslett, the Rev. Newton Price and Dr. Flynn, the pupils attained the highest eminence; and it had a roll of from 50 to 60. It was largely patronised by the commercial classes and the sons of resident gentry."

On that there are two points for consideration, on which we would be glad to hear anyone who can speak with authority. In the first place are you dealing with the history of the school by projecting a number of different periods upon the same plane, as it were? Was the success continuous, or only at intervals? How long did it last? Above all, how far back have we to go for the last period of success, and can it be revived? We are acquainted with the success of Dr. Flynn, and it raises another question. He made a great reputation here as a schoolmaster, so great that he was promoted to Ennis, and from Ennis to Tipperary, where he is now. But how many of his pupils were Dundalk boys, and how many did he leave behind him when he went away? This is a Dundalk endowment, and attracting boarders is not educating the local boys for whom the endowment was provided. No doubt the profit derived from boarders makes the school better for day boys too, but the boarding school has fallen away, and can you resuscitate it? Then the memorialists say that they did not fully realise the scope and importance of the previous inquiries, and they pray that we will re-open the question with a view to hearing such evidence as they are prepared to submit. In that request they are only asking us to do our duty, and what we are here now to do. There is no question to re-open, for no question is closed until the Scheme is sanctioned.

Oct. 21, 1893.

Though this Draft Scheme was published on March 31, 1892, we have got another objection dated October 17, 1893, seventeen months after date, from Mr. Johnson, in which he says that he got a copy of the Draft Scheme on October 12, 1893. He had got a copy on March 31, 1892.

Mr. *Dickie.*—It never was delivered to Mr. Johnson.

Lord Justice FitzGibbon.—That is strange, for it was posted to Mr. Johnson, and it was also advertised in all the papers. But he is not too late, for we never shut out anybody. He says :—

"Firstly, I object to the sale of the premises for £600, as a totally inadequate amount for so valuable a property, situated as it is in the centre of a prosperous and rising town. I have been informed that double the sum could be obtained if it was put up to public auction."

I have read the valuation on which we went, and further I apprehend that the price could not affect Mr. Johnson, because the sale can only take place after his interest has been determined.

"Secondly, I have spent much money in improving and keeping in repair the buildings, &c., failing the support of the present and late agents in carrying out these repairs, which were liberally and freely executed by Mr. Robinson and the late agent, for this outlay I should be recouped."

We have seen the premises, and if they are habitable, it is about the most that can be said for their condition, but there has been no erection of new or improved buildings which has added to their permanent value.

"Thirdly, I most strongly protest against the proposed annuity of £30 per annum for life. I have toiled here for the last fourteen years, no pupil of mine, who was fully entrusted to my care and guidance, ever failed at any examination. Without any single pupil the emoluments are at present equal to £150 per annum, as I can clearly show. There are other matters which I shall reserve until Saturday."

We will hear Mr. Johnson fully, but he must bear in mind that it is his vested interest as a schoolmaster alone that we can recognise, and a schoolmaster who has no pupils may have some interest or tenure in the place, but he cannot have a vested interest in his employment as a teacher. Further he should remember the amount of the endowment, and if we cannot compensate him without sacrificing the endowment, the result would probably be we should save his vested interest, and postpone the operation of the Scheme until it expires. In the case of the Royal Schools, our Draft Scheme first published proposed to compensate the masters, only one of whom was under the age of 70 years, and the sum they claimed as compensation for their vested interests came to one-half the entire capital value of the whole property of the Royal Schools. Seeing that compensation on that scale was out of the question, we solved the difficulty by saying that the Scheme should not come into

Oct 21, 1893.

operation in the case of any Royal School until the vested interest of the master determined, but if he surrendered it within a certain and short time, he was to have a small fixed sum of money, with a moderate retiring annuity. Every single master accepted those terms before the Scheme actually came into operation. That shows the difference between compensation on paper and compensation in reality, and is an experience that may not be without value in dealing with the present case. If the endowment was to be appropriated, or sacrificed, to purposes of compensation, it would be better to leave the vested interest exactly as it is until it comes to an end. The duties and emoluments will remain the same, unless pupils come back to the school, in which case we should not only economise the compensation, but promote the usefulness of the endowment.

I have now gone through all the objections; in the first instance we wish to ask Mr. Johnson some questions to bring down our knowledge of the facts to the present time, then we will hear the other objectors in any order that they may think convenient, or, failing any agreement, in the order in which they sent in the objections.

George William Johnson, M.A., examined, having been previously sworn.

George William Johnson, M.A.

2188. Lord Justice FitzGibbon.—Since we were here last what has been the condition of the Dundalk Endowed School as regards pupils?—Gradually decreasing.

2189. What is the present number of pupils?—There are none.

2190. How long have there been none?—For the last three months.

2191. Prior to that how many were there?—Three.

2192. Were those boarders or day boys?—Boarders.

2193. Where did they come from?—Two from Ceylon, and one from Dublin.

2194. How long is it since you have had a pupil from Dundalk?—About a year and a half or two years.

2195. Had you more than one at that time?—I had.

2196. What is the largest number you have had of day pupils from Dundalk?—I cannot say exactly unless I had my books.

2197. About how many have you had since our last examination?—The school was rising in 1888; there was an outbreak of scarlatina.

2198. Monsignor Molloy.—Did that lead to a decline of the pupils?—That was one cause.

2199. What other reason would you suggest as having led to the falling off?—First the boycotting in 1882.

2200. What was the boycotting in 1882?—Parents wrote to me saying they could not continue their children at my school unless I forewent my claims for fees until times improved.

2201. That is, the parents were unwilling to pay fees?—Were unable to pay fees.

2202. Dr. Traill,—What were the fees for day boys?—Eight guineas for the English course and 14 guineas for the full course.

2203. Lord Justice FitzGibbon.—Let me read your evidence given on October 22, 1886. You said you brought some boarders from Monkstown where you had a school before you came to Dundalk:—

"Q. 6799. How have your numbers fluctuated since?—In 1880 I had 7 boarders and 21 day boys. In 1881, 3 boarders and 20 day boys. In 1882, 8 boarders and 17 day boys. In 1883, 8 boarders and 12 day boys. In 1884, 5 boarders and 15 day boys. In 1885, 5 boarders and 12 day boys, and in 1886, 2 boarders and 11 day boys."

Have you the numbers after that?—I have not, I did not know whether I would be examined on the point, but in addition to this I may mention that each year I had private pupils, so that the numbers would be—For 1879, 31; for 1880, 33; for 1881, 31; for 1882, 29; for 1883, 26; for 1884, 22; for 1885, 20; for 1886, 15.

2204. Your statement as to the fees at that time was that your boarders paid from 40 to 50 guineas according to age, and the day boys 8 to 10 guineas. In 1891, when we asked you about the school, you handed in a return of the numbers, which unfortunately has not been printed, and the report proceeds (1891–2, p. 92, Q. 1391.):—

"How did the number of pupils come to be reduced?—There has been a competition got up in the Incorporated Society's Schools since advanced pupils are admitted.

"1392. Is there a sufficient number of day pupils in Dundalk for two schools, both giving the same class of education?—There is not room for two schools.

"1393. What distinction existed between the two schools formerly?—The Grammar School was considered to be a high class school, and some of the parents would not send their children to the Incorporated Society's School, where they could not get a classical education.

"1394. Can they now?—Yes, classics are now taught in the Incorporated Society's School."

Then Judge O'Brien asked you about the buildings, and you said (Q. 1397):—

"Unless there is money to lay out on the buildings they will go to ruin."

Then I asked:—

"1398. While the Incorporated Society give a classical education to the boys in their school, would the Board be able to make a successful school of the Grammar School at the same time?"—"I should think not."

The conclusion was:—

"As there is the Incorporated Society's School, the keeping open two schools of the same class is injurious to both; having regard to the estate interest in the matter, some proposal to utilise these premises might be better than keeping open a struggling school."

Since then the numbers appear to have been falling further?—Yes.

2205. Have the boys gone to the Incorporated Society's School?—Some of the day boys have gone but not the boarders; I know in two or three instances the day pupils were sent there.

2206. You had no Roman Catholic pupils I believe?—Not at that time, in former times I had; in 1882 and 1883 I had Roman Catholics.

Lord Justice FitzGibbon.—Now, it might be better to hear Mr. Johnson's case as to his personal interests

Mr. *Dickie*.—We only want to meet some of the objections made if they are persisted in. They don't refer to our case as to compensation, so we could reserve them until after the objections were supported by evidence. I think the only point he need go into now is the compensation, and you will allow me to go into the other points if he is assailed on them.

Mr. *Johnson*.—I stated in my letter that the present emoluments to me are worth about £150 a year.

2207. Lord Justice FitzGibbon.—How do you make that out?—The house and premises are worth about £75, and the garden is worth to me about £35, and I have the annuity besides.

2208. Monsignor Molloy.—How is the residence worth £75?—I have a large family, and there are premises attached to it from which I receive rent. I could not get a house to suit my family under £60 a year.

2209. How much rent do you get for the portion that is let?—About £15 a year.

2210. Lord Justice FitzGibbon.—What portion is that?—The lodge, and the other premises on the opposite side, the stables, and the rentcharge is £46, £156.

2211. How do you make £35 out of the garden?—By the sale of vegetables. I have a good gardener, and the sale of vegetables alone brings me £20 a year.

I support my family with vegetables for the year—a large family of eleven or twelve.

2212. Dr. TRAILL.—Do you mean £20 over and above the gardener's wages?—Over and above the gardener's wages.

2213. For 3 roods 25 perches?—Yes, by getting early vegetables into the market. Getting 2*s.* a stone for potatoes I can make it pay; and I support my whole family—never lay out a halfpenny for vegetables.

2214. Market gardening near Dundalk must be a very profitable business?—It could be made a profitable business if they knew how to go about it.

2215. Mr. *Dickie.*—I wish to put in letters (*produced*) as to the cause of the decline of the school. (To *Witness*).—When did the school begin to decline first?—In 1882 and 1883.

2216. At that time did you receive letters from parents saying they could not pay the fees?—I did.

2217. Is this one of the letters?—

"31st May, 1882.

"Dear Johnson,—I enclose cheque for"

So and so—I will not read the names—that was the pupil—

"I do not know what notice you require for a removal, so please state same in reply. As there is no certainty in receipt of rents, I do not wish to incur immediate liability as guardian, and as his property is in a bad district you must either wait his rents or I must remove him, as I am hard pressed myself and have no fancy to make advances."

—Yes.

2218. Lord Justice FITZGIBBON.—That was a boarder?—Yes.

2219. Mr. *Dickie.*—These are only samples of the letters?—Yes.

2220. In 1889 did you receive this letter?—

"Dear Mr. Johnson,—Being one of those unfortunate owners of property known as middle leaseholders, paying a very heavy head rent, and from the operation of the Land Act of 1881 being so cut down as almost to leave us nothing to live on, and having a large family, whose expenses are yearly increasing, we have to look more closely to economise than we could wish. Mrs."

So and so, that is his wife—

"and I have come to the conclusion that we must curtail expenses in every possible way. I just write you this letter to explain why the boys are not returning, having found out that I can have three boys educated for a very small sum more than we have been paying for the two. We are both sorry we must take this course, but find it necessary to do so."

—Yes.

2221. Lord Justice FITZGIBBON.—Do you know to what school those boys went?—Dundalk Institution. Those were day boys.

2222. Mr. *Dickie.*—You wrote a reply to that, in which you stated you would have been happy to take them for a term without any payment at all?—Yes. I have taken pupils from this town and never charged them a halfpenny.

2223. Are these only samples of hundreds of letters you have received during the last ten years?—Yes.

2224. Lord Justice FITZGIBBON.—Is there any possibility, particularly when illustrated by examples like that, of your school competing successfully with the Institution?—Not if the Institution is allowed to proceed on the present lines—that is, teaching classics.

2225. Mr. *Dickie.*—Formerly the Institution did not teach classics or prepare boys for college?—Certainly not, nor take day pupils.

2226. Dr. TRAILL.—How could you expect to stop them teaching classics?—Because the foundation was not for teaching classics. It was to teach the English tongue and the elementary principles of religion.

2227. That does not prevent a man who carries all that out paying a classical master to teach the boarders.

2228. Mr. *Dickie.*—The Protestant objection says that this school was successful under Dr. Flynn and other masters. At that time did the Institution teach classics?—Not to my knowledge.

2229. Dr. Flynn went from this to Ennis; is this (*produced*) his application?—Yes.

2230. Did he fail in Ennis?—Certainly.

2231. Here is his application to the Erasmus Smith Board, for his appointment to Tipperary.

"Your Board is aware of the difficulties that beset this School upon and since my coming to it, and which all but crushed both it and me."

Is the Ennis School at the present time closed up?—Closed up.

2232. Dr. TRAILL.—How many boarders did he take from this to Ennis with him?—I am told thirty.

2233. Mr. *Dickie.*—How many of these were Dundalk boarders?—I cannot answer that question, I wrote to him a week ago, but unfortunately he has not answered my question yet; one, I know, was.

2234. Monsignor MOLLOY.—I understand your examination as tending to vindicate Mr. Johnson as regards the failure of the School, but on the other hand it seems to point out that the School could not be made successful unless by preventing another school from teaching classics.

Mr. *Dickie.*—My object in vindicating Mr. Johnson is that if your Lordship came to the conclusion that the School failed owing to his inefficiency, it would have effect with you in giving compensation.

2235. Monsignor MOLLOY.—You are quite justified in that.

Mr. *Dickie.*—I won't answer the other objections until they are made.

2236. Monsignor MOLLOY.—But your examination seems to show that the School could not be made successful except by preventing another school from teaching classics.

Mr. *Dickie.*—That is Mr. Johnson's opinion.

2237. Lord Justice FITZGIBBON.—It is right to say that, from all the evidence taken here, and from what we knew of Mr. Johnson, he appeared to us from the beginning to have been a distinguished scholar himself, and his pupils had got on well both in the Intermediate and other examinations. We did not, in the measurement of compensation, take into account any inefficiency on his part at all, but only what he stated himself, that it was impossible to maintain these two schools, and the better Mr. Johnson is, the more completely is it shown to be impossible for a single-handed master to compete with a school in which there is a staff.

Mr. *Dickie.*—That is so, but I was only afraid it might influence you in awarding his compensation.

Monsignor MOLLOY.—We are quite satisfied.

2238. Mr. *Dickie.*—The inefficiency has been made a charge against you, have you a list of your boys?—I have (*produced*). This is a list of some of the distinctions obtained by my pupils.

2239. Have nearly all the boys that have been exclusively with you gone to the professions?—Nearly all.

2240. Have they all done well?—All done exceedingly well.

2241. Have you got testimonials from a number of those boys?—I have testimonials from the parents of boys, there are two (*produced*), one I received this morning.

2242. Did any boys leave your School and go to other schools, and come back to you to prepare for their examinations?—Some boys were removed from my School, and they came back knowing less than when they left me.

2243. Lord Justice FITZGIBBON.—Having regard to the present condition of the Incorporated Society's School here, do you consider the competition too much for you?—Certainly.

2244. If we cannot put a stop to that competition

Oct. 21, 1893.

George William Johnson, M.A.

and I don't see how we can—what do you propose to do?—Either give me compensation and I will give up possession of the premises, or let me continue as I am.

2245. Do you wish to stop on as you are, with £46 a year and the School premises, and no pupils, rather than endeavour to utilise your teaching resources elsewhere?—If I could obtain a mastership elsewhere I certainly would go with the greatest pleasure in life.

2246. Have you done anything to seek employment elsewhere?—I have not, but others have done it for me.

2247. We might make some such provision as we did in the case of the Royal Schools, that upon your obtaining employment elsewhere, or upon your retirement, some moderate compensation should be payable to you, but I don't see what else we can do.

2248. Mr. *Dickie* (to *witness*).—One of your objections is as to the value of the school premises; have any offers been made to you for the school premises, saying what they were worth?—Certainly.

2249. What were the offers?—One was made the week before last in Dublin, an offer of £1,000 for the school premises, and another of £1,200 by a citizen of Dundalk.

2250. Dr. TRAILL.—Did he mean to buy the premises for secular purposes, or to speculate in the school?—For building purposes.

2251. Mr. *Rogers*.—You say a gentleman in Dundalk offered this large sum, did you ask him the price yourself?—Certainly not. I don't know whether I should answer who made the offers.

Mr. *Dickie*.—We can hand in the names.

2252. Mr. *Rogers*.—Had the man who made the offer 1,200 shillings?—He is a man who has £600 a year.

2253. You said that, although there was great competition from Mr. Finch's very well conducted school, you could not say that the boys who left you had gone there?—Not all; I know some.

2254. Two or three would not ruin a school?—I will tell you the exact number.

Dr. TRAILL.—He mentioned two who went there in order to get three educated for little more than the two.

2255. Mr. *Rogers*.—A good number of pupils have been taken from your school within the last eight or ten years?—Certainly not; a good number have not been taken.

2256. Did Mr. Rainsford take his sons from you?—He did.

2257. On any complaint?—Mr. Rainsford made no complaint to me, and gave me no reason for their removal.

2258. Was it because his boys were getting on too well that he took them away?—I don't know.

2259. Did Mr. Coe remove a boy from you?—He did.

2260. Was that on any complaint?—Certainly, on a complaint which I fully explained to Mr. Coe.

2261. Was Mr. Colter's son taken from you?—He was not removed; he did not return after the scarlatina.

2262. He went to another school?—There was no complaint to me.

2263. Are you educating your own children?—Not now.

2264. Are they going to school?—Four of them are going to school, one is at business, and the others are at home, too young.

2265. We all know you are a man of ability, and you have time enough on your hands to educate your own children?—I don't intend to educate my own children any longer.

2266. Have you in any way tried to keep up the efficiency and character of the school for some time past?—I have.

2267. In what way?—By working early and late. When I had pupils I was working from 7 to 9, with the usual interval for meals and recreation.

2268. How long is it since you have had any master in the school?—I could not tell you the year. I require no master.

2269. You made a remark about the institution that classics were not taught there until recently; do you know that as a fact?—It depends on the interpretation of the word recently.

2270. Were you here when Rev. Mr. Turner was master?—I was.

2271. Did not he teach classics?—Privately, not as far as I know as schoolmaster. Those that required classics he took at hours different from the regular school hours.

2272. If a boy did not want to learn classics, you would not force it on him?—Certainly not.

2273. And if Mr. Turner took the boys, as you say—I don't know whether it is the fact yet—into his library to teach classics, that is an infringement?—I don't say so.

2274. Lord Justice FITZGIBBON.—We know that the Incorporated Society do not teach classics as part of their authorized course, but within recent years they have sanctioned it, and they have applied to us to make it legal. There is a distinction in the Incorporated Society's Schools which explains the matter. They have a number of pupils called foundation scholars. Latin was no part of their regular education until comparatively recently, but the masters did teach it to those who were competent to learn it, and also to paying pupils.

Mr. *Moynagh*.—I appear for Father Segrave and a number of Catholic parishioners, but I don't think after Mr. Rogers' cross-examination it is necessary for me to ask any questions of Mr. Johnson.

Mr. *Dickie*.—In reference to what Mr. Rogers has asked you as to Mr. Rainsford ——

Dr. TRAILL.—It is hardly advisable to rake up the private reasons why parents take children away from a school.

Mr. *Dickie*.—If the charge is persisted in I am prepared to meet it.

2275. Lord Justice FITZGIBBON (to *witness*).—Was Mr. Dickie a pupil of yours?—Yes, for seven years.

2276. Monsignor MOLLOY.—Was Lord Iveagh a pupil of yours?—Yes, for several years, not here, but in college.

2277. Lord Justice FITZGIBBON.—Who represents the Christian Brothers?

Mr. *Moynagh*.—I represent the Christian Brothers, and I hand in a statement made by the Superior.

2278. Lord Justice FITZGIBBON.—We would like you to tell us their views.

Mr. *Moynagh*.—Mr. Yorke, whose name appears at the foot of the printed objections, was in last April removed to Gibraltar, and therefore cannot be present. The Christian Brothers fully agree with the terms and scope of his objections. As now very valuable property held by Lord Roden, and which more than 100 years ago belonged to the town or inhabitants of Dundalk, and was exchanged at that period by the Commissioners of Dundalk for an annual rentcharge upon the estate of about £46, to be paid as an "encouragement and support to one or more masters, who shall teach the English and Latin languages," they agree with the objection that that money should be applied solely for the above-named purpose, for which it was intended; and they say that the male children of the town, irrespective of creed, have the right to have that money spent in the payment of teachers, who shall instruct them in the English and Latin tongues. They object to females participating, upon the ground that in the deed founding this endowment it speaks of "masters," and they therefore hold that the plain inference was for masters to teach male scholars.

2279. Lord Justice FITZGIBBON.—They might have drawn another inference, that in 1725 very few young ladies thought of learning Latin.

Mr. *Moynagh.*—The words "one or more schoolmasters" evidently imply that the money shall be employed in the education of boys only, whereas the draft scheme includes also the female portion of the children of the town. The sum to be distributed is entirely too small to meet this double want, and the education of girls is outside the scope of the endowment. The children of the inhabitants of Dundalk only are those for whom the money was intended. But the draft scheme includes children of people who do not reside in Dundalk; this is unfair to the people of the town. The money belongs to Dundalk, the property for which this endowment was exchanged belonged to the inhabitants of Dundalk, and it is only the children of the inhabitants of Dundalk who should benefit under the scheme. We are not told in the draft scheme what vested interest the late Head Master possessed to induce the giving to him a retiring annuity of £30 a year for life as soon as he gives possession of the premises. The nature of his interest should be set forth, and likewise the authority on which so large a sum as £30 a year is to be paid him—a sum which is equivalent to £1,000 at 3 per cent. or £1,200 at 2½ per cent. If he is legally entitled to that amount, no one can dispute the paying it to him.

2280. Dr. TRAILL.—They evidently assume that he is going to live for ever.

Mr. *Moynagh.*—That is the infirmity, no doubt.

2281. Lord Justice FITZGIBBON.—It is a common infirmity of annuitants.

Mr. *Moynagh.*—It is the infirmity of the argument too. But, as said, his legal title should be shown. The amount is excessive—1st, because he has already been annually paid for his past services; 2nd, for years past the number of scholars in attendance was very small; 3rd, he is to be paid £30 a year for life for doing nothing in future to carry out the object of the endowment—viz., the teaching of English and Latin, though he is still able to discharge that or any similar duty; 4th, by the withdrawal of £30 a year the amount remaining to be annually distributed will be very small; 5th, we think it would be better to clear the trust in either case, by giving the Head Master such a lump sum as it can be shown he is entitled to; if this can be done consistently with the nature of the trust, and if not a reason should be given. It is proposed to sell the present school premises for £600. The interest of this sum at 3 per cent. is £18; to this add about £46 (present endowment)—total, £64. This will be the gross annual amount. From this sum deduct £30 a year, intended annuity to late Head Master, and the £64 is reduced to £34, the then gross amount to be distributed annually. The draft scheme proposes to issue a programme of examination totally distinct from that of the Intermediate Board, and to appoint an examiner or examiners of its own. Suppose we say one examiner only, he must be paid for his trouble, say as a minimum, £5. For printing, rent of room, and other incidental expenses, suppose we say, as a minimum, £5. These two sums (£10) taken from the gross amount to be distributed (£34) leave a net total of only £24 for distribution. And this sum is really more than they will have to dispose of. The draft scheme proposes to give Intermediate Scholarships of not more than £15, or not less than £10 each. If they give two such scholarships at £15 each (£30), they will not have money enough, and will get into debt £6 a year. Suppose they give two at £12 each, this will take their last penny and more. Can it be supposed that any teachers will go to the trouble of preparing a class during a whole year for the chance of getting one, or at most two, such scholarships for their pupils, without a farthing remuneration to themselves for their trouble? Few teachers are so disinterested; the scheme is too absurd on the face of it; no one would avail of it, and it would completely fall through. We think the object of the endowment would be far better served, viz.:—the teaching of English and Latin—by encouraging the masters, for whom only the money was left, to teach these subjects—by distributing this small sum of £34 amongst such as will undertake so to teach. Without setting so complicated and expensive a machinery to work as that sketched in the draft scheme, why not take the annual examination of the Intermediate Board as a test of the work done in a school, and pay the teacher for his trouble—for each pass which he obtains for his pupil in these two subjects combined. The whole of the £34 could thus be devoted to this object by dividing this sum into so many portions as passes in English and Latin will have been obtained. Let us suppose 30 such passes have been obtained among purely Dundalk boys, £34 divided by 30 gives £1 2*s.* 8*d.* for each pass. If you wish to encourage both teacher and pupil to obtain such a pass, suppose you pay the teacher 15*s.* for each such pass, and the balance of the 22*s.* 8*d.* viz., 7*s.* 8*d.*, to each pupil as a cash prize for his industry, or else let the pupil who obtains a pass receive half the amount the teacher gets, whatever that may be. Such a mode we think would be a far greater encouragement to both teacher and pupil than the one proposed in the draft scheme, and would far more effectually carry out the object of the endowment, and the desire of the Commissioners themselves, than the one proposed in the draft scheme, to which many other very serious objections could be raised. Besides it entirely simplifies the labour of the Endowed Schools Commissioners, for by this plan, each year they will have only to ascertain—first, what funds are available for distribution, and, secondly, divide that sum into as many portions as passes in English and Latin will have been obtained, which will appear in the printed list issued by the Intermediate Board each year in the first or second week of September. The scheme we venture to sketch will have to recommend it—first, simplicity; second, economy of the funds; third, a true test that the work in school has been well done by both teacher and pupil; fourth, that the examination and examiners are *bona fide*, and really competent; fifth, the drudgery of preparing for a separate examination such as that proposed in the draft scheme will be spared the pupil, and a strong inducement will be held out to both teachers and pupils to secure for themselves a number of such passes by an earnest application to business. With the above named advantages we venture to back the scheme we have sketched against that of the draft scheme. The Intermediate, Kensington, and National Boards adopt payment by results, as the means of encouraging both teachers and pupils, and we feel convinced that the objects intended by the small endowment, viz.:—the teaching of English and Latin will be far better attained than by that of the draft scheme.

2282. Lord Justice FITZGIBBON.—Can you tell us, as this endowment was originally intended for a schoolmaster to teach within the Borough of Dundalk or the Liberties, what is the extent of the Liberties of Dundalk?

Mr *Moynagh.*—They are very small, they are not defined at all; you may say the suburbs.

2283. Lord Justice FITZGIBBON.—In the draft scheme we said two statute miles from the court-house.

Mr. *Rogers.*—Would an area of two miles take in the Borough of Dundalk?

Mr. *Gaskin,* C.E.—Except a little bit in the Dowlings Hill direction.

2284. Lord Justice FITZGIBBON.—How is the present boundary of the town defined?

Mr. *Gaskin.*—It is under the Towns Improvement Act.

2285. Lord Justice FITZGIBBON.—There are no Liberties outside that?

Mr. *Gaskin.*—There are none mapped or shown.

2286. Monsignor MOLLOY.—Would an area of two miles from the courthouse take in every school within the Borough and the Liberties.

Oct. 21, 1893.

George William Johnson, M.A.

Mr. *Gaskin.*—Yes.

2287. Lord Justice FitzGibbon.—If we provided that no schoolmaster living outside the municipal boundary would have any claim on this endowment, would there be any objection to that?

Mr. *Moynagh.*—No, and Father Segrave agrees with that.

2288. Monsignor Molloy.—Can you form any opinion of the number of pupils from the schools in Dundalk who go up for examination each year under the Intermediate Board?

Very Rev. Father *Keogh*, s.m.—Over 100 this year. We had thirty-eight; Mr. Finch will be able to answer for his own.

2289. Father *Segrave.*—The Christian Brothers had eighty or ninety.

Mr. *Rogers.*—Mr. Finch had thirty-seven.

2290. Dr. Traill.—How many of those took Latin?

Mr. *Finch.*—They are all prepared in Latin, but sometimes we cannot send them all in.

2291. Dr. Traill.—How many did you pass in Latin and English last year?

Mr. *Finch.*—Twenty-seven passed the examination generally out of thirty-seven. Most of our boys go in in French; they all passed in English.

2292. Lord Justice FitzGibbon.—From these numbers you appear to have got some very efficient Intermediate schools. There is also the Marist College.

Father *Keogh.*—Our number was twenty-six.

2293. Lord Justice FitzGibbon.—That comes to over 120 boys, so that £60 a year would only give 10*s.* a head for the encouragement of English and Latin. In the Senior and Middle Grades the result fees are very large, you can get at least £20 a head, and it may be raised to £24 next year, but if we could apply this money to encourage boys to go in for the Junior or Preparatory Grades it might be useful.

Mr. *Finch.*—The labour of preparing for the Senior and Middle Grades takes away anything like a profit.

2294. Monsignor Molloy (to Mr. *Finch*).—Would not £24 be very good for teaching one pupil?—But you have to employ special masters and to take them in a special class.

Monsignor Molloy.—If you can get £24 as a maximum from the Intermediate Board it would appear a small addition to give you 10*s.* extra?—I was merely saying that in the Senior Grade the result fees are not sufficient.

2295. Dr. Traill.—Do you send boys up in the Preparatory Grade?—Yes.

2296. Do you think it is a good thing to be forcing them in that grade?—I do.

Very Rev. *P. Segrave*, sworn and examined.

Very Rev. P. Segrave.

2297. The chief point I wish to urge is to reduce the expense of working the scheme, and I think Mr. Yorke's scheme would carry out that object better than starting a new examining Board.

2298. Lord Justice FitzGibbon.—This endowment is too small to start an examination for itself, but I don't like paying this small sum of money merely as a supplement to what the teachers can get under the Intermediate Board; it will not encourage education; you will not get one boy more taught.

Father *Segrave.*—If it was confined to the Preparatory.

2299. Lord Justice FitzGibbon (to *witness*).—Are the numbers in the Preparatory Grade sufficient?—The heads of schools would be in a better position.

2300. Lord Justice FitzGibbon (to Rev. *W. Keogh*)—How many boys did you send up last year in the Preparatory Grade?

Father *Keogh.*—Five.

2301. Lord Justice FitzGibbon.—Did they all pass?—They all passed generally; they must pass in Latin or French, and for the future English is compulsory.

2302. Dr. Traill.—Do you think this forcing of boys for prizes and result fees in the Preparatory Grade is good for their education at that age?—I think so; if the boys are up to the standard at which they should be before going into the Preparatory there is no forcing requisite.

2303. Lord Justice FitzGibbon.—The Preparatory Grade ought to be a test of the boy's fitness to prepare in the next year for the Junior Grade.

Father *Keogh.*—We have got a class of twenty at present.

2304. Monsignor Molloy.—The only forcing is that the teachers are stimulated to prepare the boys well in order to get result fees.

Father *Segrave.*—In giving encouragement to a Preparatory Grade boy would you not encourage him to go further?

2305. Lord Justice FitzGibbon.—When a boy goes in for the Junior Preparatory Grade he is set down to a fixed course. There is a prior stage at which the pupil's education ought to be general.

Monsignor Molloy.—There never yet was a system of education in which the children were not examined at the end of the year, and the special peculiarity of the Intermediate Board system is that when the pupils are examined the teachers are paid certain result fees according to the success of the pupils. The examinations are just the ordinary examinations that would be held in any school in which children are taught.

Father *Segrave.*—This endowment is so small it would scarcely admit of a new Board of Examiners.

Monsignor Molloy.—We are quite with you in that.

2306. Father *Keogh.*—There is another question. A boy holding an exhibition under your Endowment would be prevented from holding an Intermediate exhibition, because no person can get an Intermediate exhibition who holds an exhibition under any other endowment, and the students who would go in for the Lord Limerick Endowment would be only those who would go in for the Intermediate.

Lord Justice FitzGibbon.—That is a curious rule, and it works in a very extraordinary way. No one knows what is "an exhibition under any other endowment" except the Commissioners themselves, and I doubt that they know either.

Father *Keogh.*—Sending a boy in for the Lord Limerick Endowment would be running for £10 on a chance of losing £20, but if the exhibition were granted later than the 1st of June then it would not debar a pupil from holding the other exhibition.

2307. Monsignor Molloy.—We are very much inclined to go with the view of paying the teacher rather than the pupils if we can find out a satisfactory way of doing it. It seems more in accordance with the foundation.

Father *Segrave.*—And to pay teachers in Dundalk?

Monsignor Molloy.—I think so.

2308. Mr. *Moynagh.*—I will examine the Chairman of the Town Commissioners. They feel that if the premises are sold they ought to be sold to the Commissioners, to hold in trust for the free library. Dundalk has the honour of being the first town in Ireland that availed of the Free Library Act. We have a free library, and it does great service.

2309. Dr. Traill.—Where are the books kept?

Mr. *Moynagh.*—In a room in the town hall, which is exceedingly crowded.

2310. Dr. Traill.—What rate do you strike?

Mr. *Moynagh.*—We can only strike 1*d.* in the £, and all the ratepayers are very willing to pay it, because they feel it has done good service to the town. The Commissioners wish to secure these premises and probably a technical or art school may be established in them yet.

2311. Monsignor Molloy.—Do you anticipate that some good benefactor would pay £1,000 for the buildings for you?

Mr. *Moynagh.*—We believe the money will be forthcoming.

Thomas Roe sworn and examined.

2312. Mr. *Moynagh.*—You are the Chairman of the Dundalk Town Commissioners, and the proprietor of an influential journal called the *Dundalk Democrat*?—I have been Chairman.

2313. Do you know that it is the wish of a great many ratepayers that the premises should be secured for a free library?—Yes. The free library is availed of very largely by the people of Dundalk of every class and denomination. It is managed by a committee of representatives of every class and denomination, and since this Draft Scheme has been published they have thought that, as they are in want of increased accommodation, these premises would be very suitable; and, inasmuch as every person in the town would derive benefit from it, they thought they might have the first claim on it. They communicated with Lord Roden's agent, and he very generously said that in the event of his getting it he would hand it over to the Free Library Committee.

2314. Lord Justice FitzGibbon.—What do you think about the value of it?—Personally I have no idea of the value, but I have been told that, getting it at £600, the committee have gone into a calculation as to the amount of money they could borrow for improving the premises, and it would come within their borrowing powers, and would make it a great addition to the town.

2315. Dr. Traill.—You mean that Lord Roden would hand it over at £600 to them?—So I understand.

Mr. *Strong.*—I did not say at £600.

2316. Dr. Traill.—Have you any public funds that the Commissioners could use for buying it themselves?—We could borrow money on the strength of the rates.

2317. Monsignor Molloy.—Should you consider £600 an unreasonable sum?—Personally I am no judge of the value of house property or building sites, but I have been told that it would be good value at that price.

2318. Lord Justice FitzGibbon.—The free library would not want an acre of land, and I suppose what Lord Roden means is that if he gets this place he will give you a site for a free library on it?—A memorial was sent to Lord Roden, asking him, in the event of his acquiring this property, would he give it for the purpose of a free library.

2319. Dr. Traill.—You mean give a present of it?—No, give it for £600; and the secretary told me that he had an interview with Mr. Strong, who handed him back the memorial, and said that Lord Roden would have much pleasure in letting them have it. He naturally took it for granted that we would get it at £600. The committee feel that originally this was the property of the people of Dundalk.

2320. Lord Justice FitzGibbon.—Before we got the valuation, we asked Lord Roden what sum of money he would offer, and here is the answer:—

"53, Upper Sackville-street,
"Dublin, 2nd February, 1892.

"Dundalk Endowed School.

Sir,—In reply to your letter of the 25th in reference to this school, we are this day to inform you that Lord Roden would be willing to give £100, to be applied for the same purpose as the endowment in such manner as your Commissioners may think right, provided he gets the schoolhouse and premises into his own hands, to use as he likes, free from all claims whatever."

2321. Dr. Traill.—Suppose Lord Roden was willing that this should be allocated in the Scheme to such purpose as you name, and you got power to borrow money for this purpose, would there be any objection to your giving £1,200 for it?—The £1,200 would put it beyond our borrowing powers. We have made an estimate as to what would have to be expended on buildings; we could borrow £1,000.

2322. Dr. Traill.—Would it take the difference between £600 and £1,000 to put it in order?—It would.

2323. Mr. *Rogers.*—I am one of the Protestant community of Dundalk, and the explanation that your lordship gave us removed a good many doubts that were existing in our minds as to the allocation of this fund. I think you have every right to complain of the apathy of the so-called Protestant community here in letting this matter lie for so long, but this matter was considered practically to be between Lord Roden and the Commissioners, and the townspeople had very little voice in it. That was confirmed very much by the fact that, for a great number of years, and until the death of Mr. Robson, the door of the office in which we might expect to find Mr. Robson was locked or sealed, and it was impossible for many years before his death to see him, or to have any communication with him.

Dr. Traill.—We could not get access to him ourselves.

2324. Mr. *Rogers.*—That was one of the reasons why this matter was not taken up by the inhabitants, and it was not until Mr. Strong came, and we have found a gentleman we can deal with, and who has given us every assistance, and lays our views before Lord Roden, that this matter has been considered. I never saw the objection which was sent in until two or three days ago, and I think the first paragraph of it never was meant. When you look at the signatures and find four clergymen drew it up, you can very well imagine that they had strong Protestant views, but having read the lease of which we only got a copy within the last day or two, and when I conversed with them on the matter, it was plainly seen that the foundation had no reference whatever to any denomination at all, that it was an open endowment, that this £50 a year was to provide for teachers of Latin and English, and I don't think they are required to be of any particular religion, therefore you will eliminate that first paragraph from your minds. For a period as far as we can trace back, the Dundalk Endowed School has enjoyed the privilege of having pupils, taking them as a whole, of a different class in life from those who were educated at the Institution. Under Dr. Darley and Mr. Stubbs an immense number of the resident gentry were educated there.

2325. Lord Justice FitzGibbon.—Did not Dr. Darley go from here to Carrickmacross?

Mr. *Rogers.*—Yes.

2326. Lord Justice FitzGibbon.—And from that on to Dungannon?

Mr. *Rogers.*—I think so, my brother was in his school at Carrickmacross, my father was educated under Dr. Stubbs, and all his pupils were gentlemen. I was educated myself under Dr. Boyd, and unfortunately had to leave it an early age, but at the time I was there it was the sons of the gentry, generally speaking, who were at the school, and the pupils were more select than at the other school. That really is the class to whom, under the 13th section of your Act, you should have regard.

2327. Monsignor Molloy.—Is it not very much that class who have been obliged to withdraw their sons from the school on account of the change in the times?

Mr. *Rogers.*—Not on account of the change in the times. I am personally acquainted with Mr. Johnson, and it is most painful to me to make the suggestion that it is not on account of the change of the times, but the inefficient manner in which the school is conducted.

Monsignor Molloy.—One of these letters says very clearly that it is from the change of times.

2328. Lord Justice FitzGibbon.—All over Ireland the same thing has happened, the change has worked in

Oct. 21, 1893.
Thomas Roe.

two ways, the resident gentry who depend on land have had their income much more reduced than those of other classes, and those who still have money send their children away from Ireland, to an extent they formerly did not. There is an exodus of boys of a certain class to English schools, owing to facilities of travelling and other causes, but in addition, there is another movement that is taking boys to schools like Mr. Finch's—well-to-do middle class people have got over a good deal of nonsense they formerly had, and send their children to compete in the Intermediate examinations with all boys who have brains, and, therefore, they send them to practical unfashionable schools in much larger proportions than formerly. Do you suggest that it is at all possible to keep up both the Endowed School and Mr. Finch's school?

Mr. *Rogers*.—That question has been debated within the last ten days, I have attended committee meetings where the whole matter has been threshed out. We have been in communication with Lord Roden, and that is exactly the matter that is under consideration, whether it is not possible, with a body of governors, to re-establish this School on the basis and with the success it had when Mr. Flynn left. He took away thirty boarders, £2,000 worth, out of Dundalk.

2329. Lord Justice FitzGibbon.—How many Dundalk pupils had he?

Mr. *Rogers*.—He had 8 day boys the day he opened the school. I told the committee that you would ask the very question you have asked, and the conclusion the committee came to was to allow a little time to elapse to enable them to ascertain Mr. Johnson's position. It seems odd that Lord Roden has never taken any legal advice as to Mr. Johnson's tenure of office, and one of the things operating on the minds of the committee, was that they should be advised first of all how they could deal with Mr. Johnson. If they could, there is sufficient power and money, and sufficient sense in Dundalk to establish a very good school. Talking about competition with Mr. Finch's school is nonsensical, Mr. Finch has a very large and successful school, but he has not every boy. Mr. Rainsford's boys were taken from Mr. Johnson and sent to another school. Mr. Coe and Mr. Colter had to take their boys away. Dr. M'Donnell sent 2 boys to England who, he informed the committee, would be educated in the Dundalk school up to a certain age, if there had been a good school here.

2330. Lord Justice FitzGibbon.—If Mr. Johnson's vested interest was out of the way, if by subscription, or in any other way, you bought him out, could you open a school in these buildings, in their present state, with any prospect of success?

Mr. *Rogers*.—Quite so.

2331. Lord Justice FitzGibbon.—They say it would take £400 to make them fit for a library. From what we have seen, I think it would take at least £400 to make them fit for a school which could attract boys, and probably Mr. Finch would win the tug of war in the end.

2332. Monsignor Molloy.—If you got a good master he would probably get an offer of a better place, and go away; if you got an indifferent master he would probably stay, but would not attract pupils.

Mr. *Rogers*.—It is a very bad site for a school, there is a burying ground against the school building, and it is not an attractive part of the town. The matter has been taken up only within the last two or three days, and the committee felt that the scheme would not be ready for some little time, and they proposed that, if they could possibly see their way to opening a school in Dundalk, they could come to that determination, say by the 1st of January, and, if they could not see it within a month, they would inform you of the failure of their proposal. There are matters for consideration, and we would ask that the matter should not be closed without giving them an opportunity of trying to keep the £50 foundation money for a teacher or teachers.

2333. Lord Justice FitzGibbon.—You will notice that in the foundation the £50 is not given to one schoolmaster, it plainly was intended as a supplemental fund that might be given to several. With regard to time, it is not our fault that you are so late in taking the matter up. We were here in 1886, and again in 1891. Between those dates the cause of delay may have been Mr. Robson, but not since. Our time is very short now. We must sign all our Schemes before long. We will consider any communications that you choose to make to us, in writing, say within a month, but beyond that we cannot go. But I do think that you will find, when you look into it, that the idea of establishing a new school now for any Dundalk purposes would not answer. A very good master might carry on a good school if he had boarders, but that is not the object of the endowment.

Mr. *Rogers*.—The committee are all in the room, and I am sure they will take your words into consideration; if they are not able to come to a conclusion before this day month they are bound to inform you.

2334. Monsignor Molloy.—Will you take this into consideration—the endowment is an endowment to pay teachers for teaching English and Latin. We find actually in Dundalk several schools in which there are teachers teaching English and Latin; if we apply the money to pay those teachers, we are perfectly certain we shall be applying it for the purpose intended. What you offer to us is the prospect of opening a new school in the place of one that has proved a failure, and for which there is only a small chance of success.

Lord Justice FitzGibbon.—Here is an advertisement from "The Christian School, Dundalk," giving the Intermediate results for 1893, with a summary of the subjects taught, and of the numbers successful in each. Out of the lot there are:—Latin, 15 boys; English, 58; French, 58; Celtic, 57; Arithmetic, 61; Euclid, 43; Algebra, 37; Drawing, 59; Philosophy, 19; Chemistry, 19; Book-keeping, 6; and Trigonometry, 2. We are anxious to keep such endowments as this for real Grammar School education, and I should be glad to limit the payment for results to boys who passed in both English and Latin. If you confined Lord Limerick's money to the Junior and Preparatory Grades, it might be of real use, and the expense of a separate administration might be avoided otherwise the expenses would run away with the greater part of the endowment. There is another very practical thing which you could do, look into this question with Mr. Johnston; as far as I know Mr. Johnson holds one of those appointments of which the legal construction, unless there is something to the contrary, would give him what lawyers call a freehold. He showed us some document of appointment on one occasion.

Mr. *Rogers*.—I think it was only a memorandum in his pocket-book.

Mr. *Dickie*.—It was a note taken down by Mr. Johnson at the time (*produced*).

2335. Lord Justice FitzGibbon.—At all events he has got the appointment, or rather an intimation that he was appointed, from Mr. Robson as agent of Lord Roden, and I think you ought to deal with Mr. Johnson on the basis that *prima facie* he holds his place during good behaviour.

Mr. *Dickie*.—As far as the field goes, I have the notice to quit that was served.

2336. Dr. Traill.—One of the objections to this is, that that was disputed and he was beaten on it. A memorandum of Mr. Johnson's does not prove that Lord Roden agreed to it.

Lord Justice FitzGibbon.—You cannot bind a man by any bargain, which the law requires to be in writing, unless it is signed by the party or his agent; you may take down any conversation you like, but your note won't make a contract.

Mr. *Rogers.*—I don't think Mr. Robson ever had any opportunity of speaking about that, and Lord Roden is only tenant for life, and his agent purports to give a longer estate to Mr. Johnson than he has himself.

2337. Lord Justice FitzGibbon.—There is no provision in the deed defining how the master is to be appointed, but there is a recital in the lease of 1728 that the school had been established by Lord Limerick; it is described as a free school then lately erected. Mr. Johnson's title could only be tried in some sort of ejectment, and if it turned out that every teacher as long as memory went back had been appointed by the Lord Roden of the time, or by his predecessor in title, Lord Limerick, and if none of them had been removed except on promotion, the court might hold that there was evidence of a freehold tenure. You might fail to show any power to remove Mr. Johnson.

Mr. *Rogers.*—If the matter had been opened before any Scheme was framed, I would ask you whether this is an educational endowment at all.

Lord Justice FitzGibbon.—Indeed it is.

Mr. *Rogers.*—An educational endowment is one established for charitable purposes.

2338. Monsignor Molloy.—An educational endowment is an endowment established for the purposes of education.

Lord Justice FitzGibbon.—This is distinctly a charitable use, a free school for Dundalk.

Mr. *Rogers.*—It is not a free school.

2339. Lord Justice FitzGibbon.—There is no doubt about it, the Fortescue lease says, "a free school had been then lately erected."

Mr. *Rogers.*—Within the memory of man it never was free.

2340. Lord Justice FitzGibbon.—It is a free school in the same sense as Harrow and Eton.

Mr. *Moynagh.*—The endorsement on the lease is, "Lease of the premises on which the free school in Dundalk stands."

2341. Lord Justice FitzGibbon.—There is a provision in the 16th section of our Act on this very point about freeholds, for we are obliged to provide for the dismissal of every officer, and that clause was wanted in consequence of the number of cases in England, Scotland, and Ireland, in which schools were held as freeholds by the masters.

Mr. *Moynagh.*—Mr. Rogers' argument points to a wish to keep the school for a limited class, namely, a class of gentry; at no time was the school for a class of gentry, it was for the middle class, respectable people, who were able to pay a few pounds towards it, but the deed itself states purely that the object was to teach the Latin and English tongues, and an endowment coming within that scope was to help poor people to acquire a knowledge of education.

2342. Monsignor Molloy.—All, whether poor or rich.

Mr *Moynagh.*—Therefore Mr. Rogers' argument goes by the board.

Father *Segrave.*—The Commissioners are asked to keep the question open until the Protestant community can see whether they can keep it on as a school. I strongly object to that on the part of the Catholic community.

Mr. *Rogers.*—Don't take me as asking it as a Protestant for Protestants, but simply to keep up the school, if it can be kept up.

2343. Monsignor Molloy.—Mr. Rogers, on the part of a portion of the population of Dundalk has said that they were taken a little by surprise, because they were asleep for seven years and only woke up lately, and he has asked us to give them a month to make a proposition for carrying on the school.

Father *Segrave.*—Practically that would keep on the school as a Protestant school, because they have enjoyed a monopoly of it for the last 170 years.

Mr. *Rogers.*—There were several of my Roman Catholic fellow-townsmen at school with me.

Father *Segrave.*—It was always under a Protestant master.

Mr. *Moynagh.*—The Roman Catholics number 10,307, the Protestant Episcopalians 1,582, the Presbyterians 403, the Methodists 101, and other denominations 56.

2344. Dr. Traill.—How many of your ten thousand want to learn Latin?

Mr. *Moynagh.*—When they get a portion of this endowment a good many more than at present will learn it.

Joseph M. Johnson, sworn and examined.

2345. On October 19, 1892, I addressed the following letter to the Right Hon. the Earl of Roden:—

"My Lord—The Dundalk Free Library Committee for some considerable time past have had under consideration the question of providing additional accommodation for their increasing stock of books, as their rooms in the Town Hall are utterly inadequate to meet their requirements. Knowing the deep interest your Lordship takes in advancing the interests of the town and people of Dundalk, the Committee take the liberty of appealing to your Lordship in the hope that they may be successful in enlisting your powerful influence and assistance in securing a permanent and commodious location for the Free Library. The committee therefore beg to point out that your Lordship has now a favourable opportunity of assisting them in procuring desirable premises for the purpose. The Educational Endowments (Ireland) Commission have issued a draft scheme for the sale of the buildings known as the Dundalk Grammar School, a copy of which I beg to enclose. By section 3 of this scheme provision is made for the sale of the property, by which the buildings are to be offered for sale, in the first instance, to your Lordship for the sum of £600. The Committee earnestly hope that your Lordship will purchase the buildings when thus offered, and convey them to the Free Library Committee, who can borrow the money from the Board of Works to repay your Lordship, giving as security their Library rate of one penny in the £, and a mortgage on the buildings, repayment of the loan to be spread over a limited number of years on usual terms, the Committee, in the event of your Lordship taking the matter up, bearing all the legal costs incurred in the transaction. The acquisition of these premises for a Free Library will enable the Committee to more fully carry out the objects for which they are embodied—to extend their reading room, provide a lecture hall, establish science and technical classes—a much felt want in the town—provide a museum, and to act more generally in carrying out the spirit and purposes of the Free Libraries Act, thus keeping pace with the progressive age we live in, and with the advancing town with which your Lordship is so intimately connected. That the Free Library possesses resources to enable the Committee to carry out this undertaking can be well understood from the following statement of its present yearly income and cost of expenditure:—Income—Library rate at 1d per £, £94; subscribers, for reading, &c., £40; total, £134. Expenditure—Rent, £33; salaries, £35; insurance, &c., £7; total, £75; thus leaving a balance of £59 every year for the purchase of new books, periodicals, &c. Enclosed I also beg to submit for your Lordship's perusal a copy of our last annual report. The Committee are confident that in bringing this suggestion under your Lordship's notice that it will receive that kind and favourable consideration which your Lordship has always manifested towards any project calculated to promote the well-being of Dundalk and its inhabitants.—I am, my Lord, your Lordship's obedient servant,

"Joseph M. Johnson,
"Hon. Sec. Dundalk Free Library."

I forwarded that to Lord Roden, and some time subsequently Mr. Strong, Lord Roden's agent, sent for me and stated he had submitted the memorial to Lord Roden, and he stated he would aid the Free Library in every way to secure the premises referred to, provided Lord Roden was secured against loss in the transaction. At the meeting of the Free Library Committee on November 3, 1892, Mr. Patterson in the chair, I conveyed Mr. Strong's answer to the Committee.

Oct. 21, 1893.

Joseph M. Johnson.

Lord Justice FitzGibbon.—Read the minute.

2346. Mr. *Johnson.*—

"The secretary reported the result of his interview with Mr. Strong regarding Lord Roden's answer to the letter adopted at the previous meeting. Mr. Strong stated that Lord Roden would aid the Free Library in every way to secure the premises referred to, provided, of course, that Lord Roden was secured against loss in the transaction. A letter was also read from the Board of Works stating that the Free Library could borrow money at 5 per cent., repayable in twenty-five years in equal instalments of principal and interest. The Committee regard the letter as very satisfactory, and after a long discussion it was decided to leave the matter in the hands of the hon. secretary, who was directed to convene a meeting for this day month by special circular detailing the present aspect of the case, providing that circumstances are in favour of this course, Mr. Strong's absence from home being a matter to be taken into consideration. The meeting adjourned."

2347. Lord Justice FitzGibbon.—Did you meet since?—No, as we were waiting the action of the Commissioners in the matter.

Mr. *Strong.*—I am not aware whether Lord Roden wants to buy it at all.

2348. Lord Justice FitzGibbon (to Mr. *Johnson*)—Is that all you wish to tell us?

Mr. *Johnson.*—Except that the idea of the Free Library Committee was that Lord Roden should be the means of bringing about the acquisition of these premises by the Free Library, not to purchase the buildings for himself, but simply to buy it for the Library.

2349. Lord Justice FitzGibbon.—What Mr. Strong says is very natural that he had no authority from Lord Roden to agree to buy the premises, nor has Lord Roden considered whether he would pay £600 for them or not. He appears to have told you, and I don't understand him to go back of that, that if Lord Roden was indemnified against any loss he would be happy to help you; therefore the practical point we want to come at, now that we have you both here, is whether the Town Commissioners can buy this place.

Mr. *Moynagh.*—I am solicitor for the Town Commissioners, and we at present hold extensive premises, the Town Hall and Corn Exchange, and also the premises on which the markets are.

2350. Lord Justice FitzGibbon—There is about an acre of land, which is far more than could be wanting for buildings for a free library, and the way to make the thing pay is to do something like what Sir John Ball Greene says—open up a street through it, and put a library or any other building on it you want, and make money of the rest for building.

Mr. *Moynagh.*—The field would be a desirable thing to have on summer evenings; they might take out the books to read in the open air.

Mr. *Johnson.*—It is a very undesirable spot for building except for stores.

2351. Lord Justice FitzGibbon.—It seems very suitable for stores; it is in a business part of the town.

Mr. *Johnson.*—If the Town Commissioners could acquire it it would be very useful for the pig market, which is held in the vicinity.

2352. Lord Justice FitzGibbon.—Would you put the Library in the pig market?

Mr. *Johnson.*—The Free Library is very seldom required during the day, and if accommodation was provided for the working classes in the evenings, and for the commercial community during the day, it would be very valuable.

Mr. *Strong.*—I spoke to Lord Roden on the subject of this scheme, and he is opposed to it, as he believes such a school is necessary for the upper classes of the people.

2353. Lord Justice FitzGibbon.—It is not an endowment for the upper classes to begin with, and the people of the town have never gone to the school.

Mr. *Strong.*—He thinks there ought to be a committee appointed.

2354. Dr. Traill.—Is that since you made the communication to this gentleman about the use of it for a public library?

Mr. *Strong.*—This was the last week.

2355. Dr. Traill.—If that minute is a true statement of what took place, what did you intend to convey as Lord Roden's idea about the subject?

Mr. *Strong.*—As far as I can recollect what I said was that I would keep the offer before us, but I did not know whether Lord Roden would pay £600.

2356. Dr. Traill.—Did you intimate to this gentleman that Lord Roden would be willing to acquire it for a public library?

Mr. *Strong.*—I don't know; we had a long conversation.

Rev. *J. G. Rainsford,* D.D.

2357. While not at all going against what Mr. Rogers said, I wish to say for myself and for those I represent here that as I signed this document as one of the first signatories I go with every word of it. No. 4 speaks of the "inefficiency for the past few years, which has been a cause of great dissatisfaction to the inhabitants of Dundalk, and parents have been compelled to send their children to a distance for education which was formerly available at this school." I know that to my cost. I had to send three boys away; two I sent as boarders, and the third I had to keep at the Incorporated Society's School, as I could not afford to send him as a boarder. I would have kept them all here, as one of my first two boys was educated well at the Grammar School in Dr. Flynn's time. I don't want to say one word against the Incorporated Society's School, but I say it does not represent the class I belong to. For instance, my gardener's son was in that school, and got a scholarship in an honourable way. It was not quite pleasant to have my sons mixed with boys of that class. Besides that, the education was not what it would be in a higher class school. The education in classics, the little Latin they taught, or the manners were not so good, and it was not expected they would be, and it is a downright loss to my congregation, respectable commercial people, as well as to myself and others, not having this Grammar School.

2358. Lord Justice FitzGibbon.—Could you give us any idea how many boys belonging to Dundalk would be available for this school, if it was established on a basis that you would regard as efficient?—It is a rough calculation, but perhaps twenty-five, but that would be day scholars; the school would never get on without having boarders as well.

2359. Then it would be impossible to maintain a separate school for the sons of gentry in Dundalk, unless it was supported by boarders?—I am afraid so, and in a different place altogether; the present place is falling in. Dr. Flynn, one of my oldest friends, told me he would never have gone away only for the graveyard near the place, and in a private letter written since he regretted having left Dundalk. He took thirty boys to Ennis and one was my own son.

2360. Then do I understand your idea to be that, in order to establish such a school as you speak of, you must get other premises?—So my committee think.

2361. Dr. Traill.—Where would you get a capital sum to build the premises?—If Lord Roden holds his present right, he may be inclined to deal with us generously

2362. Suppose he gave free land where would you get money to build a school for boarders?—The value of the old premises would go towards it, and I think there are friends here who would probably contribute liberally.

2363. Six hundred pounds would not go far towards building a school?—It is worth a good deal more than that.

Lord Justice FitzGibbon.—People's notions vary; we have a case coming on on Monday, in which an objection is put forward by the Protestants of Limerick, on the ground that it is impossible to maintain a school

there with £4,000; here by no possibility could you have more than £46 odd, and what you can get for these premises, even on the assumption that the new school would get the whole endowment, and would provide for the Roman Catholic claim as well as for you, and you talk of building a new school in a suitable situation, and maintaining it afterwards.

2364. Monsignor MOLLOY.—One of the reasons you allege why this school should be re-established is because it would provide for a particular class of people who would object to sending their sons to some of the other schools in Dundalk. But if we only provide for a particular class in this new school, we could only give a portion of the endowment proportionate to the importance of that class, and we should have to keep back a portion of the endowment for the rest of the population?—I did not mean any religious class.

2365. So I understand, but a higher class?—Yes.

2366. Looking to the original foundation, it was to pay teachers for teaching English and Latin?—That is higher class education, that the poorer classes would not go in for.

2367. But higher class education cannot be restricted to the higher class of society. There are a large number of pupils in Mr. Finch's school who are learning Latin and English, and your point is that the persons who want this Grammar School re-established are persons who would not like their sons to associate with those other pupils?—Only with some, not with all. We are only asking for a continuance of what we have had for 170 years.

2368. But it turned out a failure?—There are reasons for that, that we hope won't continue under a new scheme.

Mr. *J. M. Johnson.*—I would wish to point out that the Free Library under the Technical and Gymnasium Schools Act would require at least one acre of ground for the purpose of carrying out the conditions of the Act.

Mr. *Dickie.*—I am between two fires, both sections are agreed upon giving Mr. Johnson as little as possible, and I don't know whether, if you adjourn the inquiry, Mr. Johnson will have a right of appearing.

2369. Monsignor MOLLOY.—Whatever you have to say, say it now; we are not coming down a fourth time.

Mr. *Dickie.*—I have only one or two further observations to make. I press Mr. Johnson's objection to the sale of the premises for £600, because if the premises are put up for auction, from the inquiries I have made, and what I know, I believe they will sell for at the very least £1,200, as they stand, including the school premises and garden. That will give a large margin to give my client ample and fair compensation. Why should Lord Roden get the pre-emption? I cannot see that he has any right! The lease of the school premises if from Thomas Fortescue, not a predecessor of Lord Roden, he lets the school premises free for 6*d.* a year, there is no evidence as to who owned the garden, and from what I have seen of the papers, if any stranger had come in there and sat down, I question if Lord Roden could have shown any title to it; of course he ejected Mr. Johnson from the field, because Mr. Johnson paid him rent. Lord Roden had a full opportunity of doing anything he could for this school, and here is the last letter which my client got from Mr. Strong:—"I beg to enclose you cheque for £23 1*s.* 6*d.*, in payment of half a year's salary. With regard to your request to mend the roof at school, I regret I cannot see my way to do as you wish." The school has gone out of repair because the agent of Lord Roden would not do what former agents had done. How was Mr. Johnson to do it out of £50 a year? Therefore Lord Roden has no claim whatever to the pre-emption. I press your Lordship to put it up to public auction, and let it go to the highest bidder. If you propose to discontinue the school, my client is entitled to fair compensation. Why is it opposed? The Protestant community say the school is inefficient; where is the evidence of that? Not a single witness has been examined to prove its inefficiency. Mr. Johnson from his own scholars has the highest testimonials he could get. Why did the school go down? The causes are perfectly clear; the institution is taking day boys and boarders at a less fee, and the last thing any parent will admit as a reason for changing a boy from one school to another is that he is not able to pay the fees; he will give every objection but the real one. I have given you two letters as a sample of the pressure of the bad times. The Protestant community say this school is required for the gentry, who get their income mostly from land; I have shown two letters which bear evidence that that is the reason why this school went down. Then there is the neglect of the premises; who is going to send their boys to neglected premises, premises going to ruin, for which Lord Roden will do nothing? Then they charge my client with inefficiency, and say he is not entitled to compensation. Where is a single parent who comes in here to say that, except Dr. Rainsford, and I did not cross-examine him, but I could show from letters why he took his boys away. One of his boys went into the Constabulary from Mr. Johnson's, another boy left and came back to be ground afterwards by Mr. Johnson for his examination in College, and then those charges are to be made without a particle of evidence. I ask you to say, and that is the reason I say nothing on the point of inefficiency, that the school went down not from any fault in Mr. Johnson. Why did Mr. Flynn's school go down, and everybody admits he is an efficient teacher? His school at Ennis is closed at present. What is the evidence of the Protestant community that this school could be kept open? Mr. Finch was asked:

"Dr. TRAILL.—How do you account for there not being more day boys in such a large town?—They are not in the town."

I submit there is nothing whatever in this objection that has been raised to my client, he did his best in the school, and did more than any other man would do, and the school went down from causes over which he had no control whatever. I ask you why should he not get fair compensation, he was appointed, and I have not had yet an opportunity of taking counsel's opinion on his position?

2370. Monsignor MOLLOY.—What would you say would be fair compensation?

Mr. *Dickie.*—He makes up that it is worth £145 a year; it is worth at least £46 a year, with the value of the house and premises and the garden, and he says he makes so much out of that, he ought to get at least two-thirds of the emoluments, and if the premises were put up for sale you would have ample money to give him that.

2371. Lord Justice FITZGIBBON.—Give us a figure?—Two-thirds of £150 is £100, and he is entitled to the capitalised value of that for his life.

2372. Dr. TRAILL.—What age is Mr. Johnson?

Mr. *Johnson.*—Fifty-five.

2373. Dr. TRAILL.—About twelve years purchase, £1,200.

Mr. *Dickie.*—I don't know whether it would be as much as that.

2374. Monsignor MOLLOY.—What do you say would be fair compensation?—I say that he should get at least two-thirds of the endowment.

2375. That is two-thirds of £46 and of whatever the buildings will fetch?—Of whatever you consider the fair value of the premises.

2376. We can only deal with Mr. Johnson in one of two ways, we can save his vested interests, or we can compensate for them; if we save his vested interests, he retains the position he has at present, with the duties he has at present, which involve the obligation of residing here, and of teaching any pupils that will come to him to be taught; if we compensate for

Oct. 21, 1893.
Joseph M. Johnson.

his vested interests, he is free to take his compensation and bring his services elsewhere; and young man as he is, he may be able to do very well elsewhere. This is a matter worthy of consideration on both sides.

Mr. *Dickie.*—We are trying to deal as fairly as we can.

2377. Monsignor MOLLOY.—Practically what you ask as fair compensation would absorb nearly the whole endowment, and leave nothing for any educational purpose. In that case it would be more useful for the interests of education to leave Mr. Johnson with his present duties and position.

Mr. *Dickie.*—If the offer was too small, or not near fair compensation, we would prefer to be left as we are, because owing to Grammar Schools being closed up over the country at the present time it is nearly impossible to get these appointments. Looking at the competition there was for Tipperary, Dr. Flynn leaving Ennis, and Ennis closed up, we run a great danger in giving up the school. What would £30 a year be to Mr. Johnson without a house, and with a family of twelve?

2378. Lord Justice FITZGIBBON.—That is treating Mr. Johnson's right of residence and right of living on the proceeds of the garden, without pupils, as being a legal use of this educational endowment.

Mr. *Dickie.*—I am not advised as to Mr. Johnson's right on the title deeds; I had not time, but if you will allow me I will have made up in figures what Mr. Johnson would consider a fair compensation.

2379. Lord Justice FITZGIBBON.—You had better do a little more, and see where it is to come from.

Mr. *Dickie.*—If you put up the premises by public auction I am certain they would reach £1,500.

2380. Lord Justice FITZGIBBON.—We cannot sell the premises for £1,500 in order to hand over £1,200 to Mr. Johnson. This endowment is to teach Latin and English, and not to provide for Mr. Johnson. If he became incapable of teaching, he could be removed without any compensation whatever.

Mr. *Dickie.*—I have not taken counsel's opinion.

2381. Lord Justice FITZGIBBON.—Neither party can make full use of his rights. Mr. Johnson has certain rights in the premises, and those rights are inconsistent, as long as they last, with utilising the premises for the purpose for which they are intended. On the other hand, Mr. Johnson is bound to discharge the duties of his office, and if he fails to do so, he may be removed. You had better come to an agreement. I will now tell you what we will do. First, there is an idea of consulting during the next month as to whether this school can be kept up. Even Mr. Rainsford, who is the strongest advocate of that idea, admits that it cannot be kept up in the present building, therefore the proposal is not to keep up the old school, but to establish a new one. The new school could meet the wants of only of a small portion of the class whom we are bound to look after, namely—those pupils in the Borough of Dundalk and its Liberties, who want to be taught English or Latin, no matter what their religious belief or rank in life may be. To start a new school in premises not yet got, for the purpose of teaching some boys of the better class English and Latin, will not exhaust the purpose of this endowment, and therefore only a portion of the endowment can be appropriated to that school. I am still of the opinion that the more you think over it the greater you will see is the difficulty of starting any other school in Dundalk, and the more clearly will it appear that those who are teaching English and Latin in Dundalk already are the people who ought to get this money, and by giving it to them you may improve the method of teaching, and perhaps give a little better education. You should also bear in mind that the Incorporated Society is at this moment seeking power to give classical education in their schools, and any school now started must compete against all the existing schools. Mr. Johnson has before him two alternatives—one is that the scheme shall not come into force until his vested interest comes to an end. I put it to him in all friendliness that the saving of his vested interest simply means the saving to him of his right to continue to exist on £50 Irish per annum in these premises, which are daily becoming more dilapidated, with only a shadowy prospect of having pupils in future, and having none now. Not by any action of ours, but long before this Commission came into existence, Lord Roden discontinued repairing the premises, and also took up, after litigation, a portion of the land which had been used with the school. Mr. Johnson has to face the fact that Lord Roden is under no obligation to repair the only premises of which he is now in possession, and which Mr. Rainsford says cannot be made fit for the school he wants. We cannot turn an endowment into money for the mere purpose of paying that money away as compensation to the holder of a vested interest. Mr. Dickie's calculation would make the life interest worth two-thirds of the endowment. That cannot be done; it is not practical. I would suggest that you should first consider the question of keeping up the school, and next consider, with Lord Roden and Mr. Johnson, whether you cannot come to some feasible proposal by which the possession of the premises can be given up immediately, and their value realised. If you are not able to do that, we may be driven to save the vested interest of Mr. Johnson, and hold out something in the way of a bonus to him to give up the hopeless task which his predecessor, Mr. Flynn, seems to have found almost too much for him, and to surrender the place on reasonable terms. Then comes the question of the right of pre-emption. It is now clear that, more than a year ago, after the publication of the Draft Scheme, Lord Roden's agent conveyed to the Secretary of the Town Commissioners that Lord Roden did not desire to make any profit out of these premises, and was willing that any benefit that could be derived from taking them up should go to the town for public purposes. Since that Lord Roden has been approached from the opposite side by enthusiastic people taking Mr. Rainsford's view of the matter, and he wants to consider this proposal of establishing a new school. He is undoubtedly within his right in doing that; but if he comes to the conclusion that he cannot have a new school, the question remains what ought we to do with the old one? If we put it up to public auction, you may have competition between speculative builders and the Town Commissioners. We would be very glad if the Town Commissioners and the Library Committee can agree with Lord Roden about the premises, and we will see whether we cannot provide by the Scheme that the premises may be taken by the Commissioners under their statutory powers for the benefit of the town. These are the important matters to be discussed within the coming month. We will not take any further step with regard to this Draft Scheme for a month, and we shall be very glad to get any communication in writing in the meantime from the Protestant community represented by Mr. Rogers, from the Town Commissioners or Library Committee, or from Lord Roden or his agent, and then we will consider the Scheme and see what can be done. We are all agreed that, when the money becomes available for educational purposes, it must be applied for the benefit of teachers who are teaching English and Latin in Dundalk. There are many matters of detail, as to whether it ought to go beyond the preparatory and junior grades, but I think we are agreed that we ought not to establish any separate examination, but that we should pay it to teachers who are doing work for the Intermediate. I think it may help to bring on boys in the preparatory and junior grades, but it can go only for teaching those boys who pass both in English and Latin. The number would probably not exceed forty or fifty, and the endowment might provide a payment of perhaps £2 a head if it was divided in that way. Any communication sent to our Secretary within a month will be carefully considered in the revision of the Scheme; and, as it has taken seven years to convey any idea of their interest in the matter to the people of Dundalk, I must warn them that when

our Scheme is signed and sent to the Lord Lieutenant, any person interested may object during two months, but not afterwards. There can be no extension of the time for sending in applications to the Lord Lieutenant that the matter may be considered by the Privy Council, but the Privy Council is bound to hear anyone who sends in an objection within two months after we sign the Scheme, and it can on such objection be sent back for revision. If the objectors are not satisfied with the decision of the Privy Council, they have two months more in which they can go to Parliament. All right of objection will be barred at the end of that time.

Oct. 21, 1893
Joseph M. Johnson.

The inquiry terminated.

PUBLIC SITTING—SATURDAY, NOVEMBER 25, 1893.

Nov. 25, 1893.

At the Office of the Commission, 23, Nassau-street.

Present:—The Right Hon. Lord Justice FitzGibbon, and the Right Hon. Mr. Justice O'Brien, Judicial Commissioners; and the Right Rev. Gerald Molloy, D.D., D.Sc.; Anthony Traill, LL.D., M.D., F.T.C.D.; and the Rev. H. B. Wilson, D.D., Assistant Commissioners.

N. D. Murphy, Esq., M.A., Secretary, and Frederick Redmond, Esq., B.A., Assistant Secretary, were in attendance.

SCHEME No. 62.—THE MUNSTER DAIRY SCHOOL AND AGRICULTURAL INSTITUTE.

(Objections and Amendments.)

A deputation of the Munster Dairy School Committee attended, consisting of Sir *George Colthurst*, Bart.; *Ludlow Beamish*, Esq., J.P., *C. J. Dunn*, Esq., J.P., Chairman of the Cork Butter Market Trustees; and Mr. *James Byrne*, Esq., J.P.; and Mr. *W. B. Lacy*, Secretary of the Committee.

Piers F. White, Esq., Q.C., instructed by Mr. *Major*, Solicitor, appeared for the Commissioners of National Education.

2382. Lord Justice FitzGibbon.—We have appointed the present sitting, under sec. 23 of our Act, in accordance with our usual practice, for the purpose of considering the objections received to the Draft Scheme, and also for the purpose of inviting assistance in the final settlement of the Scheme. The Scheme has been pending for a long time, and we have published not only the draft contemplated by the Act, but subsequently a revised draft. Very substantial alterations were made in the revision: and we therefore thought it only fair to the parties that we should —as we have done in other cases—treat the revised draft as being still subject to the same criticism as the original draft; and we are now holding what is really a second meeting for the consideration of objections. The subject of the Scheme is the Munster Dairy School, and a proposed Agricultural Institute. Its object is wider than the title might at first indicate, because the promoters desire to create a body capable of fulfilling very important functions with regard to agricultural education in the whole province of Munster. They propose to undertake duties similar to those of the Royal Dublin Society in matters of agricultural education; and similar also to those for which the Ulster Agricultural Society has already got a Scheme from us.

The endowments directly and indirectly included in the Scheme are of two classes. There is first, whatever property there may be that is within our jurisdiction used in connection with the existing Munster Dairy School at Cork, including a sum of £2,000, with accumulations, which was given to a Cork Committee by the Government in 1887. But it is further sought to make available, for the purposes of this Scheme, the provision that Parliament has enabled local authorities to provide for technical education, which by recent orders of the Treasury includes instruction in agriculture.

Taking these endowments in order, the history of the Munster Dairy School is important. It was founded in 1853 by the Commissioners of National Education, who took for the purposes of the School the land described in the first Schedule to the Scheme, containing 126 statute acres, about three miles from the City of Cork. Upon that land the Commissioners expended public money with the sanction of the Treasury, in erecting buildings and otherwise, amounting to no less than £13,687. Very ample buildings—a farm steading, school buildings, residences for agricultural teachers and pupils, &c., were placed upon the land, and are there still. The land is held for a long term under a lease from the Duke of Devonshire, at a rent of £220 a year. That was an agricultural rent for land only, and all the expenditure which I have mentioned was made after the lease, by the lessees, out of public money. The School was not a success; I can best state the condition to which it was reduced in the words of Sir Patrick Keenan. He says:—

"A Departmental Committee under the presidency of Mr. W. H. Gladstone, M.P., was appointed in 1873, by the Treasury, to investigate, along with other departments, the affairs of the National Board of Education. The Committee reported as to the Limerick and Cork Model Farms. These buildings are much too large to suit an ordinary tenant of a small portion of land, and therefore there will be a difficulty in disposing of the farm on advantageous terms; but we consider that their retention only involves a continued outlay of public money without any adequate return; and as the general opinion appears to be that their alienation would be no loss to agricultural education in the country, we entirely agree with the Royal Commissioners" (meaning the Powis Commission), "who believe that these farms should be got rid of as speedily as possible."

The Model Farm, Limerick, held in fee-simple, was got rid of, and became an ecclesiastical seminary, known as Mungret College, which has been dealt with under a Scheme framed by our Commission, and the Munster Model Farm is the subject of the present Inquiry. The place was advertised for sale. The idea of continuing it as an agricultural school appears to have been abandoned by the Commissioners; but no purchaser could be got. It was then proposed to abandon the whole of the expenditure, and to surrender the place to the landlord; but the landlord seems to have preferred the secured rent of £220 to the £13,000 worth of buildings and his own land, for he refused to accept a surrender. Then the National Board was informed by the Treasury, that, except so far as they could be legally compelled to do so, they would provide no more money for the Institution. In that state of affairs, in 1880, the Cork people got up an agitation against the abandonment of the School. They said that it would be a grievous injury to agricultural education in the south if this place were surrendered, and they offered to form a Committee to assist in its management of the place, and to endeavour to make it a useful Institution. They formed the Committee; the Government yielded to their appeal; and that Committee has, from that day to this, taken an active and more or less important part in the management of the School, and it has been conducted on different lines. They collected a considerable amount of money, which was used to found a Dairy School, and to supplement the National Board grants by voluntary subscriptions. These contributions have gradually become less, probably from two causes—first, because people will not voluntarily subscribe for an object which they find they can achieve at the expense of the public, and the necessity for this supplemental fund became less. But also the diminution of the voluntary contributions

Nov 25, 1893.

may have been, so far as the evidence enables us to judge, attributable to the fact that the National Board were the owners of the place and responsible for the administration of the public money, and the Local Committee seems to have thought that they ought to have been consulted more than they were, and that they ought to have more direct control than they had.

That was the condition of affairs when the matter first came before us. We received an application from the Local Committee for a Scheme to enable them to utilize the £2,000 which they had got from the Treasury in 1887, in enlarging the Institution. On October, 1887, we visited the School; held an inquiry in Cork, and took the evidence of all the parties who came before us, notably that of Dr. Sullivan, then President of Queen's College, Cork, and the moving spirit of the Local Committee. We found that the place was being worked for part of each year as an agricultural school for male pupils, and for the remainder of the year as a dairy school for female pupils. Strong evidence was given by Dr. Sullivan that that was both an ineffective and a most expensive and wasteful way of conducting such an Institution. As regards the ineffectiveness, common sense tells us that teaching young men farming during only half of the year, and that always in the same months, leaves agricultural education singularly maimed; and, as regards the young women, instructing them in making butter, only during the season when butter-making is at its easiest, was also a very imperfect way of carrying the matter out. Dr. Sullivan's object was to get a sufficient quantity of additional land to enable a complete course of agricultural education to be given throughout the year to the young men, and also to provide additional and separate accommodation for the young women, so that they also might be instructed at all times of the year in their branch. As regards the wastefulness, it is only necessary to mention one instance which he brought before us. Inasmuch as the dairy school was worked for only half the year, it was carried on by buying, in the Cork market, cows that either had just calved or were just about to calve, and were therefore at the most expensive period of their existence, keeping them there for a few months while the young women were being taught, and then selling them at a loss when they were running dry at the end of the season. But that was only one instance for anyone can see that the thing, as an agricultural and dairy school, was most imperfect.

In the meantime, in the year 1887—immediately before our visit—this energetic Committee had gone to the Government, and had got, through the Chief Secretary, a cheque for £2,000, which was given, not to the National Board, but to the Local Committee, for the benefit of the Cork Agricultural Model Farm and the Munster Dairy School, and to supplement the resources of the Committee for the benefit of that School. The Committee were holding the money until they could secure its application in some way that would make the place more efficient, and would also secure them what they would regard as a satisfactory measure of control over its management. They were the applicants to us, and this sum of £2,000 is the chief present subject-matter with which our Scheme proposes to deal. It is still lying idle, invested in Government Stock, in the names of Sir George Colthurst and two other members of the Committee. They hold it as an endowment for the promotion of agricultural education in the south of Ireland, which they have asked us to utilize, through the instrumentality of a Scheme, for the benefit of the Munster Dairy School, and for the advancement of Agricultural Education in Munster.

After the preliminary inquiry we had a long correspondence with different people, and on April 29, 1889, the first Draft Scheme was published. That Scheme was prepared with an anticipation on the part of the Committee that they would be able to get money, partly by voluntary contributions, and partly by grants from Grand Juries, toward Agricultural Education; and they tried to form a representative Governing Body of considerable numbers comprising gentlemen of high position, and others practically acquainted with agriculture in the locality. At that time the Technical Instruction Act, 1889, had not actually passed, but it was pending, and it passed very shortly afterwards. When the Draft Scheme was published, we received a number of objections; amongst others we received a communication from the Commissioners of National Education, not formally objecting, not specifying any precise amendments, but indicating that they would not assent to any Scheme that would interfere with their powers, or that would in any way affect their powers or responsibility with respect to the public money expended upon the place. They also called our attention to the fact that the Government when giving the £2,000 to the Committee had made them promise, or rather had made a statement—that under no circumstances were they to expect ever to get any more, a promise very easily given, but which it is impossible to enforce. The Committee said—"If you give us the management of this place we won't carry it on in your wasteful way, we will manage it at less cost than at present, and we will do it a great deal better than the National Board." These also are promises which we have no means of enforcing, and when I come to the present Scheme, I shall have to point out that it takes quite another direction. A number of other objections came from various persons, who considered themselves representative, all wanting a share in the management, and all objecting to the management proposed by the Draft Scheme.

We went again to Cork, and we held an inquiry for the consideration of all these objections, on October 20, 1890. The Committee appeared with their Secretary, a number of gentlemen appeared to represent different interests, and among them some representatives of an Agricultural Institution which was at the time being established, rather by the farmers than the landowners; and they contended that the Governing Body proposed by the Scheme would not be sufficiently "popular." Great differences of opinion appeared in the course of the proceedings, and the result was, that we came distinctly to the conclusion, and we so told the parties, that we could do no good by framing any Scheme until they themselves had agreed as to what its general outline ought to be, and that if we endeavoured to form any Governing Body which would at once be met by opposition from one class or another, or if we formed it of representatives of classes that would not work harmoniously together, the end would be worse than the beginning. We practically wound up by telling them—

"We have heard you all; we shall be very happy to help you if we can; but the first step in the transaction must be for the Cork people to agree among themselves as to the form of a fair working Scheme."

That was in October, 1890. We heard no more about it until last March; but very important changes had occurred in the mean time. Our statutory powers were on the point of expiring when we received a communication from the Local Committee, saying that they wanted to make one more attempt to carry out the Scheme, that they had applied to the Government, that the Government were anxious to assist them; and they asked us to do what we could for them. About the same time we received another communication from the Government asking us whether any extension of our powers by the Lord Lieutenant was necessary to enable us to carry out the object of the Local Committee, and indicating to us the desire of the Government that our powers should be exercised, and extended if necessary. We answered that by saying that we had published one Draft Scheme within the statutory period, and that if our powers of completing it were extended, it would be quite un-

necessary to do more. Accordingly by a Privy Council order of March 30, 1893, the Lord Lieutenant extended the powers of our Commission with regard to a number of Schemes including this one. It is therefore still within our jurisdiction, and within all the powers of our Act. But other important matters had also happened in the mean time. The Technical Instruction Act had passed on August 30 1889, which gave rating powers; but a very much later step had been taken in giving effect to that Act, which was the occasion of the Committee's renewing their attempt to complete the Scheme. On April 22, 1892, the Department of Science and Art published a new resolution as to the expenditure of money under the Technical Instruction Act, stating that though grants had been suspended for some time they would be resumed, and would be made in Ireland in aid of Agricultural and other Technical instruction to schools aided by local authorities, and would be equal in amount to the sums contributed out of the local rates. The Committee therefore were then in a position not only to get aid from local authorities, but also to get that aid supplemented by an equal amount from the Department of Science and Art. We at once reminded them of their position, that the first thing they had to do was to try to find out whether they could form a Governing Body that would work harmoniously, and get local aid. Further communications brought out that they expected to get assistance from Boards of Guardians, and possibly from Grand Juries, and that they wished every public body which granted a certain sum of money to have representation on the Governing Body which it was proposed to incorporate. They also desired, which was only natural on the part of those who had been fighting the battle of the Local Committee all through, that that Committee who had got the £2,000 should keep their representation, and if they brought that money into the Scheme, as the nucleus of the Endowment, that they should secure their places on the new body. The upshot was that we prepared a Revised Scheme, in which we proposed to give, first, a prominent place for life to six of the gentlemen who had been foremost in the business from the beginning; and that voluntary subscribers to the funds, other than the local taxing authorities, should be represented by Governors whom in the first instance we proposed to select from the existing local Committee. We also provided that the Commissioners of National Education, so long as they defrayed any part of the cost of maintaining the School, and so long as it remained in connection with them, should be represented; and that the Royal Dublin Society, and cognate bodies, and any Boards of Guardians or other local taxing authorities who gave money, should be represented in proportion to the amounts that they put into the joint fund. Having so formed the Governing Body, we proposed that it should have the most ample powers that we could give, for promoting agricultural education in the province of Munster; promoting it in the first instance, with the concurrence of the National Board, by means of the existing Munster Dairy School, but also by acquiring additional land, by doing everything necessary to make the School really effective, and also by holding agricultural shows, and doing other things of that sort supposed to be useful, and providing travelling instruction in dairying and all those subjects in which the public of Munster are so deeply interested.

We sent that revised Draft Scheme to all the parties concerned, and we asked them to give us their views upon it, undertaking to give all the same consideration as if we were receiving objections and proposed amendments to a Draft Scheme published for the first time. The first important communication for consideration to-day is a letter from the National Board, of November 1, 1893. We had informed them that we proposed to appoint this day for the consideration of the matter, if it was a convenient day for them, and we asked them to let us have their objections and observations in writing before the day came, as our Act requires. The letter says—

"At their meeting yesterday the Commissioners of National Education passed the following resolution. First, that the Educational Endowments Commissioners have not jurisdiction to frame a Scheme in relation to the management of the farm or of the existing School."

Well, we are very much obliged to the National Board for giving us this instruction as to our jurisdiction, and, if it becomes necessary, we shall consider it with all due respect for the high authority from which it comes: but I must point out that this resolution omits to notice two important things. I am not sure that the Commissioners can have read our Act of Parliament, and I am not sure that they can have read the Revised Scheme. The Act of Parliament expressly mentions, amongst the powers of this Commission, the power of placing Schools and Endowments in connection with the National Board, and of replacing their government and management, when so placed; therefore if the resolution is to be understood in the general sense of its words, namely that we have not jurisdiction to frame a Scheme in relation to the management of an institution that is in the hands of the National Board, it is directly in the teeth of the express words of the Act of Parliament. Furthermore, the National Schools that are at present being managed under Schemes framed by us, and already finally approved by the Lord Lieutenant in Council, and that are now law, are to be counted by the thousand, and besides those which have been dealt with wholesale in Diocesan or Presbytery Schemes, we have prepared many most important Schemes dealing exclusively with National Schools. I might mention the Swords Borough Schools, the very first Endowment dealt with under our Act; a more striking instance is that of the Gilson Schools at Oldcastle—a large Endowment entirely applied for the purposes of National Education, under a Scheme in which the Resident Commissioner of National Education himself has been made a member of the Governing Body with the most advantageous results. The sister institution to this very Cork Model Farm, viz., the Mungret Endowment has been dealt with. But there is another observation to be made as to the Revised Scheme; it contains this clause, to which I must here direct the attention of the Counsel for the Commissioners, and we desire most loyally to give the fullest effect to it. Clause 15 is in these words:—

"The existing Munster Agricultural and Dairy School may be maintained, and the Governors may continue to co-operate with the Commissioners of National Education in the maintenance and management thereof under the same conditions, rules and regulations, and in the same manner as if this Scheme had not passed, or under such other conditions, rules and regulations, and in such other manner as the said Commissioners and the Governors may from time to time agree upon. Notwithstanding anything herein contained, so long as the said School shall remain vested in, or shall continue in connection with the said Commissioners, the rules and regulations of the said Commissioners for the time being applicable thereto shall take effect, and shall be observed in all matters to which they relate."

This affirmative enactment was put into the Scheme for the express purpose of declaring that we had no intention of exercising any compulsory power over the National Board, whether we possessed it or not, and we desire to give the fullest effect to this principle. We invite any amendment which can be suggested on the part of the National Board if there be—of which we are not conscious—anything in the Scheme conflicting with that provision. The Local Committee was informed by us, from the commencement, that we thought it would be most inexpedient for us, whether we had jurisdiction or not—and we did not then, and we will not now, go into the question to whether we have jurisdiction or not—to endeavour to interfere either with the powers of the National Board or with their duties in dealing with the public property vested

Nov. 25, 1893.

in them or under their control. Other clauses throughout the Scheme are headed, wherever necessary, with the expression "subject to the other provisions of the Scheme," or "subject to the Rules and Regulations of the National Board." We have tried in every way to treat that 15th clause as being a dominant clause, and we desire now to make any amendments that are necessary in order to give effect to that principle. Therefore, without going into any moot point as to our jurisdiction, I venture to say, with all respect, that this first resolution appears to forget that in this case the Scheme entirely disclaims the exercise of any jurisdiction over the National Board, whether we have it or not. The second resolution, I must say it with all respect, is open to observation in another way. It is this—

"That the Scheme ought to be confined to the application of the £2.000, and its proceeds, and ought not to authorize interference in the management of the School or Farm, save so far as relates to the expenditure in the School or upon the farm of the proceeds of the Endowment."—

With all due respect, and subject to what we shall hear from Counsel, I believe I have the full concurrence of my colleague in saying that we cannot see what business it is of the National Board to tell us that we ought to confine this Scheme to the £2,000, and its proceeds. The great and important public object of this Scheme is to create a body to administer not only this £2,000 and its proceeds, but all other money that can be raised, or that the Governing Body can get under the Acts of Parliament dealing with this subject for the advancement of Agricultural Education in Munster. The Scheme may be ambitious, but the ambition is not ours—it is that of the Local Committee, and of the Government who have called on us to frame this Scheme. The money may not turn out to be very much, but whether the amount is to be large or small must depend on the public confidence in this Governing Body, and on the efficiency with which it discharges its work. To confine the Scheme to the application of this £2,000 and its proceeds, as the resolution of the National Board requires, would be to make the thing perfectly impotent for the object for which the Scheme is undertaken. The third and last resolution is only supplemental, viz :—

"That under any circumstances the Scheme should be so framed as to preserve to the National Board all their present powers of management of the School and Farm."

We desire to do so. It was our intention to do so, I believe we have done so, but we shall gladly make any amendments which are necessary to make the Scheme properly clear upon this point. Immediately on receipt of those resolutions we wrote to the National Board; and I am glad to think that their answer will probably shorten matters very much to-day. We acknowledged the resolutions. Our Secretary mentioned the appointment of to-day's sitting, that the Cork Local Committee would attend, that we should be glad to hear any observations that might be submitted to us by the parties interested, including the Commissioners of National Education, and he said—

"With reference to the resolutions quoted in your letter, I am directed to observe that the object of my Commissioners in preparing the Revised Scheme, was to leave the management of the existing Farm and School at Cork, and the present powers of management of the National Board exactly as they now stand, unless and until your Commissioners and the Board incorporated by the Scheme shall otherwise agree. My Commissioners will be glad to consider any amendments the National Board may think necessary to attain that object, so that the existing relations between the National Board and the Local Body shall remain as if the Scheme had not passed."

We don't at all suggest that the Local Body is to remain the same. We want to form a Local Body very different from the present casual, and—if I may say so—fleeting Committee. We want to make it an important, permanent, and representative public body; and we do not think that the National Board can have any just objection to such an exercise of the powers which the Government and the Local Committee desire us to exercise in this way. The effect of thus strengthening the Local Governing Body may be that ultimately, in some other way, not through us, it may obtain greater powers than the Committee has now. All that we can be fairly asked to do is to provide that it shall be bound by the arrangements that affect the present body, unless and until the National Board alters those arrangements, or they are altered by some higher authority. The indirect effect of creating an important, influential, and wealthy body for the promotion of agriculture in Munster, upon the ultimate relations of this School with the National Board, it is not for us to consider.

We added—

"My Commissioners do not think the Scheme can be confined to the application of the £2,000, and the proceeds thereof, as it is the main object of the Local Body by whom it is promoted to provide for the administration by them of all such other funds as may be from time to time entrusted to them for the purposes of agricultural education in Munster."

Immediately after these resolutions of the National Board were sent to the Local Committee, we began to receive a series of resolutions from local bodies of very high importance, all protesting against the mutilation of the Scheme that was involved in the resolutions. I think the first came from the Cork Harbour Board—what exactly they had to do with agriculture I don't know, but it shows how every public body in Munster was interested—they were followed by a number of boards of guardians, by the Trustees of the Cork Butter Market, and by local authorities of all sorts. I need not read these resolutions in detail, because they are all to the same effect. I will read one as a specimen :—

We, the Cork Board of Guardians, recognizing the pressing need for a thoroughly comprehensive Scheme of agricultural education in the South of Ireland, beg to record our sincere belief that the proposed charter put forward by the Educational Endowment Commissioners promises a solution of the difficulties which have hitherto prevented the development of the Munster Dairy Agricultural School into an institution capable of providing a complete system of that technical education in agriculture which, in these days of ever increasing competition, is a matter of vital importance to the country; and we sincerely trust that the Educational Endowment Commissioners will be enabled to carry out the proposed charter, and that copies of this resolution be forwarded to His Excellency the Lord Lieutenant, the Chief Secretary, the Commissioners of National Education, the Educational Endowment Commissioners, and the Members of Parliament for the City of the County of Cork."

There are a great number of similar resolutions which indicate the great change that has taken place in the attitude of the public of Munster towards the Scheme since the first draft was published. These are resolutions of bodies which have now got rating powers for the very purpose of carrying out the objects of the Scheme. Therefore everyone of these resolutions represents a substantial sum of public money available for the purposes of the Scheme, which the National Board, by confining the Scheme to the £2,000 and its proceeds, would exclude altogether from its scope; but we are dealing with a subject of local interest, and we propose, subject to what we may hear, to adhere to our intention of enabling this body to deal not merely with the £2,000 and its proceeds, but with that as a nest egg to begin with, and also with any funds which may arise from voluntary action or from the increase of the rating powers of local representative bodies in the Province of Munster.

The National Board has since written us another letter, which, I am glad to say, appears to remove a great deal of difficulty by indicating a desire to withdraw from the previous resolutions. It is dated

November 21, four days ago, and is an answer to the letter from our Secretary, which I have read. They say:—

"As the Commissioners of Educational Endowments, in their letter of the 4th instant, distinctly state that it was their object in preparing the revised Draft Scheme to leave the management of the existing Farm and School at Cork, and the present powers of management of the National Board exactly as they now stand, unless and until the Commissioners of National Education and the Board incorporated by the Scheme, should otherwise agree; the Commissioners of National Education, in consequence of this statement, deem it superfluous to make any further remarks in respect to the Scheme, except to point out the necessity of revising clause 14, and of eliminating clauses 21 and 25 of the Scheme, and also of giving a precise definition of the term 'School' as used in the Scheme. As regards the £2000, referred to in the letter of the 4th instant, the intention of this Board was to include any sums that might be acquired by the Board of Governors as endowments, etc."

With all respect, that way of putting it is open to the same objection. We cannot limit the Scheme to moneys vested in the Board; if the new Board is to be what is intended, it must have power to administer not only the property acquired by them but also the funds provided under the Technical Instruction Act, and all that concerns the National Board is to see that the Scheme protects their property and powers.

The letter adds:—

"The Commissioners of National Education do not consider it necessary to avail themselves of representation on the Board of Governors by two members, as provided for in the Draft Scheme."

Well, of course, we can't compel them—we should be sorry to attempt to do so—to avail themselves of any power of representation, but having regard to our experience of the extreme advantage which it has been in other cases to have a representation of the National Board under similar schemes, we hope they will not object to our leaving them a discretionary power. The Oldcastle Scheme is the strongest argument I can use; not believing it possible that the Resident Commissioner could attend to all the duties in person, we provided that he might either act in person or nominate another to act for him as a member of the Board of Governors. Most fortunately Sir Patrick Keenan was able to attend himself, and he went to Oldcastle on more occasions than one, and though he was only one of a body of eight or nine, his presence and assistance were the means of starting the new management with the greatest possible advantage. There are several other cases in which the Inspectors of the National Board have been qualified to take places on governing bodies as persons of experience in education, and as representing the National Board; and as in all probability for a very long time the National Board will be connected with this Institution through the Munster Dairy School, I hope that they will not make any objection to our leaving them the option, if they should think it useful, of having some one to represent them under this Scheme. The Local Committee appear to be satisfied with the Scheme substantially as it is, so that I take it, that the only important amendments which we shall have to consider are those proposed by the National Board. They ask us to revise clause 14. I take it that the object is to provide against any change being made to affect the National Board except with their consent. Probably the best way would be to modify the definition of the word "School," so as not to include the existing School, but only to include any school or schools which the Governors may hereafter establish. With that the National Board would not be concerned, unless the new schools were placed in connection with them in the ordinary way, in which case the Scheme provides that the Commissioners' rules and regulations must be observed. The other clauses which the National Board want to have "eliminated," are clauses that, with all respect, cannot be struck out. We shall make them clear as to what they are to apply to, but they must be retained Clause 21 enables the Governors to make bye-laws and regulations, a necessary power. The clause expressly says—that they shall not make any bye-law that is inconsistent with the provisions of the Scheme. We thought that provision sufficient to save everything for the National Board under clause 15; but if it is not sufficient, it must be amended. The other clause that they want to "eliminate," is clause 25, which defines the powers of the Governors. If that clause and the power to make bye-laws were taken out, what would remain?

Clause 25 begins:—

"Subject to the other provisions of this Scheme, and subject to the orders, rules, and regulations of the Commissioners of National Education, so far as regards the expenditure of the grants made by the said Commissioners and the use of the premises vested in them, the Governors shall exercise general supervision and control.

I cannot, at present, imagine any words that would more clearly prevent the powers of the Governors from being exercised so as to affect the National Board, but my colleague and I are ready to consider any amendment which Mr. White can suggest to make the clause more clear than it is. We cannot leave the Governors without any powers; which would be the effect of "eliminating" the clause. The premises of the Munster Dairy School are vested in the National Board, and they are mentioned in the Schedule of the Scheme only for the purpose of identification. The vesting clause does not extend to them, it excepts all property vested in the National Board. The definition of "Endowments" excepts them, and does not include any property vested in the Commissioners of National Education in Ireland, save so far as the said Commissioners shall from time to time otherwise provide. I point out these clauses for the purpose of showing that we have tried to carry out the principle of the 15th clause; and I hope that the last letter which I have read reduces what we have to do to-day very much to the discussion of the terms of verbal amendments to make the Scheme perfectly clear. At the same time it is clear that the letter, taken literally, would destroy the Scheme altogether. We will now ask Mr. White to tell us what amendments he would suggest, and whether I have misstated or misunderstood the position which he wishes to take up.

2383. Mr. *Piers White*, Q.C.—Well, I shall tell you exactly what occurs to me in this matter. I certainly appear in a somewhat exceptional position, perhaps a somewhat invidious one, because until I came into the room I had not an opportunity of considering this Scheme as fully and carefully as I did in the first week of last October, when I wrote a full opinion on it, consisting of several pages, and giving my views as to the only possible objections that struck me as applying to the wording of some of the clauses of the Scheme. Therefore until I came here to-day I was not aware of any intention to dispute the jurisdiction of the Commissioners. I see some of my clients here and I don't know whether they read my opinion.

2384. Lord Justice FitzGibbon.—Speaking for myself, I did not attend any of the meetings of the National Board at which this Scheme was on the agenda paper.

Mr. *White*, Q.C.—There are two or three critical—perhaps you might think them hypercritical—observations in my opinion on the Scheme. I would rather not state what I wrote as to your jurisdiction.

2385. Mr. Justice O'Brien.—Was it very offensive? Read it by all means.

Mr. *White*, Q.C.—On the contrary; I have not the least objection to make to your lordships' jurisdiction. Let me assume it for the present because I really have not been instructed, nor am I at all prepared to argue that you have no jurisdiction.

Nov. 25, 1893.

2386. Lord Justice FitzGibbon.—We don't want to exercise any jurisdiction in the matter. You may assume that we have not got it if you like.

Mr. *White*, Q.C.—I would rather take the contrary assumption. I wrote in this case on the 7th of October last, an elaborate answer to various queries that were put to me formally by the Secretary of the Board in the course of business; and until I came into the room it had in a great measure passed out of my recollection. But Mr. Major has on the part of the Board supplied me with a copy of my opinion which I wrote; and passing over the jurisdiction point I don't know that I can do better than recite to your lordships what I wrote on that day. I first of all pointed out that clause 4 of the preamble affords a valuable key to the intentions of the Scheme and in conformity with clause 1 of the first schedule expressly exempts all the property, real and personal, of the Board from the new jurisdiction and power of the Governors. It would be highly inconvenient if it were otherwise.

2387. Lord Justice FitzGibbon.—We told them four years ago that we would not attempt to touch it.

Mr. *White*, Q.C.—It is equally clear that the Governors would have no right to the money granted by Parliament, except with the consent of the Board, and that the functions of the Governors seem to be limited to aiding the Board by contributing an income out of their trust funds as a charitable endowment. I made no observations on clause 14, but clause 15 is very important. It provides that in the absence of some agreement expressly made between the Board and the Governors the School or Charity is to go on as heretofore under the existing conditions, rules, and regulations, just as if the Scheme had not been made: and the Governors might go on according to clause 16, as they thought fit, subject to any modifying agreement with the Board to contribute out of their funds towards the maintenance of the School by the Board. So far the matter appears to be quite clear. Clause 21 confers on the Governors a general power of making bye-laws and regulations for the good government and management of the School and Endowments, that is, the trust fund mentioned in schedule 2, and for otherwise effectuating the purposes of the Scheme; and it then declares that any such bye-law or regulation must not be inconsistent with the provisions of the Scheme. These words do not expressly include the regulations of the Board of National Education, that is, they leave it open to doubt as to whether rules made by the Governors which might be wholly inconsistent with the National Board rules might not nevertheless be valid. It seems to me that that doubt, if there be any in it, could be got rid of by the insertion of the words "not being inconsistent with the provisions of this Scheme or the rules and regulations of the National Board."

Mr. Justice O'Brien.—Section 25 covers that.

2388. Lord Justice FitzGibbon.—I think it would be an improvement to insert in clause 21 the words "or with the regulations of the National Board relating to any Endowments to which they are applicable." We must not give the Governors power to make any bye-laws affecting any property but their own.

Monsignor Molloy.—It might be provided that no bye-law should be made respecting the management of the present Dairy Farm which should not be consistent with the rules for the time being of the National Board.

Lord Justice FitzGibbon.—My way of putting it would be a little clearer. Supposing that they got a grant from the National Board for their Schools they could not, if those words were adopted, make any bye-laws that would be inconsistent with the National Board rules as regards that money.

Mr. Justice O'Brien.—Inconsistent with the provisions of the Scheme or with the rules and regulations of the National Board in relation to the property or moneys vested in them.

Mr. *White*, Q.C.—It might be better for you to consider clause 25. Clause 25 goes farther in introducing room for doubt or ambiguity, because whilst expressly enabling the Governors to arrange with the Board for the managing of the lands and buildings, their property, and the grants from the Board to the Local Committee, it invests the Governors with a power of general superintendence and control over the departments and classes of the School, the admission of pupils, the fees, the periods of instruction, and the rules of discipline, such as appears to me to conflict with the jurisdiction of the Board over the general management of the School, and to leave great room for conflict or friction in the discharge of the respective functions of the Board and the Governors in future. I never for a moment contemplated that the legal advisers of the National Board and the Governors could not agree on a harmonious mode of carrying on the government of this institution, that all parties seem to agree is a most useful one and very beneficial to maintain in a state of efficiency; I have nothing to do with anything except seeing that the larger interests of my Board are not in any way exposed to friction or possible conflict that might arise on the wording of the Scheme through the Local Committee making rules which would upset the management of this particular School as being under the management and control of the National Board of Education. My only object was to prevent friction.

2389. Lord Justice FitzGibbon.—But the Board's letter of November 21 asks us to eliminate these clauses altogether. Doesn't your difficulty turn on the use of the word "School"? Remember that the first four lines of the clause say "subject to the other provisions of the Scheme, and to the orders, rules and regulations" of the Board as far as regards the expenditure of their grants and the use of their premises.

Mr. Justice O'Brien.—Do not the words "use of the premises vested in them" carry authority over all regulations connected with them?

Lord Justice FitzGibbon.—How would you propose to amend?

Mr. *White*, Q.C.—Let me finish what I wrote. "None of these general powers of superintendence or management are expressly restricted to the trust funds or property of the Governors; and the powers of the Governors to employ their own teachers seem also to me to be calculated to lead to inconvenience on the part of the Board in dealing with their employees who would also be subject to such a vague control.

2390. Lord Justice FitzGibbon.—What I have told you to-day must have explained what you could not have otherwise known. The idea of the Promoters of the Scheme has been from the beginning that this existing School is not all that they want; if they establish any new school they must have all necessary powers with regard to that school. That was all we ever intended. I quite agree that the use of the word "School" would be ambiguous without a proper saving clause. Whether we can say, in any more express way than we have done, that the powers of the Governors shall not conflict with the powers possessed by the National Board over the property vested in them, I cannot see. It would not do to limit the powers of the new Board to the present Endowment, nor to the present School, because they want to get new ones.

Mr. *White*, Q.C.—The final suggestion contained in the opinion which I wrote is, that some of these words should be brought to the attention of your Commission, if it could be done by anyone on the part of the National Board, and that you should be asked to make a few little amendments.

2391. Lord Justice FitzGibbon.—And we ask them to tell us what they are. Under our Act people are supposed to send in their amendments in writing, and we should have been most happy to consider any they sent. They have done better, because they have

sent you, and now we will make any amendment you ask us to give effect to some excellent opinion which agrees with ours.

Mr. *White*, Q.C.—Your Lordship is a Member of the Board, and I have got a client who knows more than I do.

2392. Lord Justice FitzGibbon.—You need not be too modest. The letter of the 21st says that "the Commissioners will be represented at the public sitting by Mr. Piers White, Q.C., their Law Adviser." Speaking for myself, I am a client who won't have you for an adviser, and then advise myself.

Dr. Traill.—The Local Committee come forward with offers to assist, and the Commissioners of National Education accept the offer on a certain understanding as to the administration of public funds, and also on an understanding that the Local Committee shall co-operate with them in the forming of the school. I don't know how they are to do that, unless they have the requisite powers.

Monsignor Molloy.—Your Board does not object that we should make provision for the management of the School at present existing—the present Dairy School—provided that the management is consistent with the rules, orders and regulations of the National Board so long as the School remains vested in them?

Mr. *White*, Q.C.—Not in the least.

2393. Monsignor Molloy.—But the Scheme should give the Governors unrestricted power over the new school?

Sir *George Colthurst*.—That is so.

2394. Lord Justice FitzGibbon.—Dr. Molloy has been the Assistant Commissioner in charge of the Scheme, and we are under great obligations to him in connection with it. What we want is what he has said—some express statement in clause 25 that all the powers of management as regards the property with which the National Board is connected, should be administered on agreement with the National Board, and that all the powers of the Committee over their own property should depend on their own inherent power.

Mr. *White*, Q.C.—There is already in the Scheme prepared by Dr. Molloy a general power that the two bodies may agree on anything.

2395. Lord Justice FitzGibbon.—The basis of the whole thing, as regards the existing School, is agreement between the Board and the Local Committee. We want to leave it so.

Mr. *White*, Q.C.—As representing the National Board, all I require is, that the suggestions I have ventured to make should be taken into account. You see that they are not unreasonable, and should be considered in the final wording of the Scheme. I don't require the elimination of a single section.

2396. Mr. Justice O'Brien.—It occurs to me that the 25th clause is rather restrictive of the powers of the Board as it stands at present.

Mr. *White*, Q.C.—That is of the new Board.

2397. Mr. Justice O'Brien.—Yes. It might be contended that the 25th clause gives power to the National Board to interfere concerning matters that they are not intended to have power over.

Mr. *White*, Q.C.—That seems to bring the matter exactly to the point I have been speaking of. The National Board have rules as to the qualification of teachers which might not be complied with in the selection of some particular teachers by the other members of the new Board. There might be a very serious conflict in that way.

2398. Mr. Justice O'Brien.—Would you contend that if there was a new school in the new buildings acquired by the new Board, the Commissioners of National Education could assert any right of control over it?

Mr. *White*, Q.C.—I think so, as far as it would be purely a National School.

2399. Lord Justice FitzGibbon.—That difficulty will be met in the ordinary way. If a new school is started, the Board can say—"We won't give you any aid," or "If we do, you must take it subject to our rules and regulations." That is provided for in our common form in this and every other Scheme.

Sir *George Colthurst*.—Our idea is to preserve the present School entirely for dairy instruction, and to start another one for the other purposes, not in the same premises.

2400. Monsignor Molloy.—I think, Mr. White, what we want is a definition of the word "school," which shall apply only to the present Munster Dairy School; and then to have another term to represent any new institution which may be opened by the Governing Body. We could preserve the power of your Commissioners unchanged over the existing School, and allow the new Body to make their own bye-laws and regulations with respect to any new institution.

Mr. *White*.—The Board of National Education can decline to give or to do anything that they don't approve of.

2401. Lord Justice FitzGibbon.—Every dealing with the National Board will be the subject of agreement with the Board. We want to indicate on the face of the Scheme, that the agreement with that Board which exists at present shall continue until it is altered with the Board's consent. We cannot take the management of the School from the National Board; but if they should be of opinion, as Sir Patrick Keenan was in 1873, that they would be better without it, they can make an agreement to that effect. We cannot facilitate its being handed over to the Governors otherwise than by the authority of the National Board.

Mr. Justice O'Brien.—If it were handed over, the authority over it would be still subject to agreement with the National Board.

2402. Lord Justice FitzGibbon.—That was the position very much in 1880. The National Board wanted to get rid of it, but the Committee were afraid to take it, and the agreement made at that time was, that the sinews of war were to be provided by the National Board.

Mr. Justice O'Brien.—The Committee say that if there be a new school or an extension of the present School, these will not come under the control of the National Board, whilst the Board assumes the contrary, because the Commissioners think the whole would form one institution or school.

2403. Lord Justice FitzGibbon.—That would be so if the new part of it was aided by the National Board. But they could only aid it under their legal powers, and any aid granted by the Board must be subject to their rules and regulations. If the Governors take 150 acres of land, and place it in connection with the National Board as a "non-vested" institution, the rules and regulations of the Board will apply to the expenditure of any aid which they give.

Mr. Justice O'Brien.—Suppose they did not care for a supply from the Imperial Treasury—which is a wild hypothesis—and said "We will carry it on with our own funds," the National Board could not interfere with them.

Mr. *White*, Q.C.—They could only withdraw their aid.

2404. Lord Justice FitzGibbon.—But the Governors can get a half-penny rate from the local people, and can supplement it with an equal sum from South Kensington, without going to the National Board at all, and the National Board is not concerned to object to our helping them to do so.

Monsignor Molloy.—If the Local Committee were to withdraw from the present School, the presumption is that it would fall back into the condition in which it was in 1880, and the National Board might find that the landlord would refuse to take it off their hands, as he did before.

Mr. *White*, Q.C.—We were going to sell it in 1880 under the direction of the Treasury.

2405. Lord Justice FitzGibbon.—But nobody would buy.

Nov. 25, 1893.

Mr. *White*, Q.C.—The landlord had ulterior views in relation to the general interests of the country.

2406. Monsignor MOLLOY.—He knew he had a good tenant.

Lord Justice FITZGIBBON—He left nothing to imagination. He refused to accept a surrender, preferring the £220 rent secure, to getting £13,000 worth of buildings up with his land.

Mr. *White*, Q.C.—We were assured by the committee in Cork that they would supply us with funds.

2407. Lord Justice FITZGIBBON —Mr. White, I hope that as the legal adviser of the Board you won't insist on leaving out the last clause in page 4. I don't think your instructions require it. The clause is "so long as the School remains in connection with the Commissioners of National Education, and any part of the cost of maintaining the same is defrayed by moneys provided by Parliament, the said Commissioners may elect two Governors to represent them." They need not do it if they don't like. Why should we leave the clause out?

Mr. *White*, Q.C.—I am only anxious that you should not fall into any mistake about my right to represent the Board. My own idea is that that clause should remain in the Scheme.

2408. Mr. Justice O'BRIEN.—You may bring a horse to the water but you can't make him drink.

Mr. *White*, Q.C.—I have no objection to the clause.

2409. Lord Justice FITZGIBBON.—Well then the substance of your only objection comes to this, that you want to make it clear that the powers of the Board in relation to the existing School are to remain as now, except so far as the Commissioners agree to the contrary with the new board.

Mr. Justice O'BRIEN.—I would have thought that there was something unusual in declaring that all the property and endowments mentioned in the second schedule should vest in the Governors with the exception of the property of the National Board, and then mentioning that property in another schedule.

Mr. *White*, Q.C.—I thought that that schedule should be removed.

2410. Lord Justice FITZGIBBON. —It is not covered by the vesting clause. The definition of the "endowments" includes the Government Stock and Funds described in the second schedule, with all moneys held by any persons except the Commissioners of National Education in trust for application to the Scheme; but it does not include any property vested in the Commissioners, save so far as the Commissioners shall from time to time otherwise provide. The first schedule is only referred to for the purpose of description in the recitals of the Scheme. Now, Sir George Colthurst, we shall be glad to hear you.

2411. Sir *George Colthurst*, Bart., expressed his gratitude to Lord Justice FitzGibbon for having stated the matters involved so clearly and distinctly. His own task was thereby very much shortened. Your lordship—the speaker continued—alluded to the Technical Instruction Act and to the Department of Science and Art, and to the minute recently issued by that Department. I should like to say that at the commencement of this School the first idea that seized the Local Committee was, that the instruction which is at present only given to male agricultural pupils should for the first time in the United Kingdom be extended to female pupils. In May, 1880, the Commissioners of National Education having objected to the admission of female resident pupils, a resolution was passed at a large meeting of the Local Committee appointing a deputation to wait on them and ask them to reconsider their resolution on the point. That deputation included myself, Mr. Crawford, Mr. Sarsfield, and Mr. Leahy. I wish to place on record the fact that our proposal to extend to female pupils the advantages of instruction in dairying and husbandry was first objected to by the National Board. We had an interview with Mr. Keenan, who told us that our proposal could not be entertained, that the male teachers had been given board and lodging at the Model Farm, and that female pupils could not be admitted. We believed that unless female pupils were admitted into the School it never would become a success. Eventually we had to undertake to pay £100 a year to the Commissioners of National Education to provide lodgings for our pupil teachers at the Munster Model Farm. There was a statement made further on by the Commissioners that at the time when we brought this matter forward, when the School was started, they had under consideration the desirability of extending the then dairy department. Mr. White seems to think that the proposition as to subscriptions has not been carried out as well as it might have been. He will forgive me for saying that £100 a year was a pretty severe tax to be paid, not for the purposes of the School but merely in order to obtain lodgings. I only go into the history of the past so far as it may teach us how to act in the present. I also quote the statement of the Commissioners in which they assented to this, on the understanding that we contributed £100 a year for three years towards the expense of housing the head master and the pupil teachers in the Model School, in order that the experiment might be tried. The experiment continued to be such until the year 1883. Out of 135 pupils who attended that school, 78 were paid for and did not pay for themselves. Of these, 36 were absolutely paid for by members of the Committee, and the remaining 42 had their fees provided by subscribers to the Institution. After 1883 we kept no further records of that kind, because the success of the School had become assured, and our only difficulty was that we could not accommodate the pupils who came. In 1884 we proposed to the Commissioners of National Education that their instruction should be continuous for six months—that is, three terms of dairy instruction instead of two. They acceded to that request, and ever since then we have had more applications for places than we can fill. It was then proposed by the Committee that branches for agricultural education, similar to those in Glasnevin, should be formed. A sum of £100 a year was contributed by the late Mr. Crawford for the purposes of agricultural education, but it was lost to us because we were unable to give the education to male agricultural students that was necessary. He would not continue that £100 a year because we had not the means and appliances for giving the education that was in his opinion necessary. From 1884 up to the present time, we have made repeated and almost importunate requests of the Commissioners of National Education, to enable us to buy more land for the purposes of carrying out the male department of agricultural education. We are quite convinced that the Commissioners recognize the necessity for such education in the country quite as much as we do. But we recognize the fact that their hands are tied by the Treasury, and therefore we concede willingly that they cannot provide the money. The question now comes to this—where is the money to be got from? Your lordship has alluded to the first time the Educational Endowment Commissioners sat in Cork. On that occasion I was not present, but as you have told us—we could not agree amongst ourselves.

2412. Lord Justice FITZGIBBON.—That was the second time. The first time was when we saw Dr. Sullivan.

Sir *George Colthurst*.—It was hopeless then to endeavour to proceed with a Scheme; but we consider that the time is now ripe. We consider that we have given evidence of that in the resolutions of all the public bodies who have joined with us. Some of the gentlemen who were our bitterest opponents on the previous occasions have come forward and supported us in every possible way; and we believe that the country—as far as we can speak within our

knowledge—is alive to the necessity for providing such education, and that the inhabitants are willing to give practical proof of that by putting their hands into their pockets to pay for it.

When the Technical Instruction Act was first brought in, in 1891, we were pressed by members of Parliament and others to take advantage of it as a means of increasing our income. We did not consider the time to be ripe then, because although we were enabled to strike a rate in aid for technical education, there was then no provision by which such aid could be supplemented by any public department. But Mr. Arnold Graves in 1892 brought under our notice the minute of the Committee of Council on Education of the Department of Science and Art, which recited the circumstances under which they proposed to give grants in aid of technical instruction in Ireland. The reason for that, I take it, is that certain sums are given to the County Councils in England which they expended in almost every case in aid of agricultural instruction in Schools in which several of those who were trained in our Dairy School are spreading the light, and giving the instruction which they acquired in our School to our presumably better informed and more cultivated English brothers and sisters. I think that is perfectly fair and legitimate, our only object being to promote the spread of agricultural education and not to put ourselves forward, or to become as might be supposed the sons of Levi ready to turn our hands to anything. Finding that the Commissioners of National Education were unable to provide the money for this larger Scheme, we proposed to try whether there was a foundation for our belief in the sincerity of the views expressed by all those who were conversant with the necessities of the case, including the local bodies who expressed their readiness to contribute; and we therefore determined to apply for a Charter to enable us to carry out this Scheme, if we get it; but if our ideas and anticicaptions should turn out to be wrong, and there should not be such a feeling in the country, no harm will have been done. But at all events I don't think we should be justified, believing as we do in the importance of the spread of agricultural education, in not trying to take advantage of this Minute of the Science and Art Department.

2413. Monsignor MOLLOY.—The effect of the Minute is that, whatever aid is given by Local Boards will be supplemented by an equal amount from the Department.

Sir *George Colthurst.*—Subject to certain restrictions which are easily got over. I may say that some of us have had experience of almost the same thing, inasmuch as out of the surplus of the Cork Exhibition, we have a fund which we give in travelling scholarships. A sum of £2,000 is invested for that purpose; and every pound that we give out of it is supplemented by the authorities in South Kensington. We think that having succeeded so well in that, we should not be justified if we did not seize on the present opportunity. I don't suppose I need go very closely into the part the Committee have taken in the management of the Schools, but as it has been stated, I think by Professor Carroll, that "it would not be correct to state that the work of agricultural and dairy instruction in the School is carried on by the Local Committee," I should like to point out that ever since our School was started, we, ourselves, out of the subscriptions we obtained from friends, and out of our own pockets, have been obliged to pay for the lectures in Veterinary Science and in Chemistry; and I fail to see how an agricultural institution can be carried on unless such lectures are given. We have also annually contributed £50 to supplement the salary of the manager, and we have given in prizes about £60 a year. Mr White says he does not think we have contributed as much as we ought.

Mr. *White*, Q.C.—Oh, no, I did not.

Sir *George Colthurst.*—I should like to put before you the actual amount of money that the Local Committee have spent in aid of the School. It may not seem a large sum, but still it amounts to more than half what the Commissioners of National Education received from the Treasury and expended on the School. And remember that every farthing of it came out of the pockets of our friends in the locality, with the exceptions of contributions from the Royal Dublin Society, and one or two other Societies. Since the School was started we spent £3,449 10*s.* 11*d.*, and the Ladies Committee, which is an adjunct of ours, and which takes charge of the domestic economy of the girls, has expended £605, making a total of, roughly speaking, £4,050. The National Education Commissioners have expended £7,710. I don't think it is true to say that our subscriptions are now what they were, I don't think it would be quite correct to say that our subscriptions have fallen off because we did not get as much control as we thought we ought to have got over the School. They fell off in one instance because we were unable to carry out thoroughly the Scheme with which we started; and in that instance we only lost £100 a year. And then many of those who were our principal subscribers have, through the necessities of the times or adverse circumstances, been unable to continue their subscriptions. But I believe that we have now reached what I may call the dead level of our subscriptions, and that there is not the slightest ground for anticipating that we shall get any lower; on the contrary I think we shall increase. But as I said before, we look entirely on the Charter as the means of obtaining the necessary funds. We are very glad to find that the Commissioners of National Education have withdrawn their objections. So far as we are concerned we shall be always prepared to work with them in every way we possibly can. Of course there has been at times a certain amount of delay in answering our requirements, and we have had from time to time to press for certain requisites, but I don't think, in view of the conciliatory attitude they have assumed to-day, that it will be necessary to take up your time by going into their objections. I was under the impression, when I saw that they objected to the Scheme, that we should have to defend our position. I am happy to see that that is not so. I am not in the least degree anxious for a fight. Mr. Byrne, who represents the farming interest, and Mr. Dunn, who is brought more immediately into connection with the agricultural community, will tell you that what we represent to you is not a vain hope or an *ignis fatuus*, but that there is a firm belief in the country that we can get the support we hope for. In conclusion I have to thank you for the patience with which you have heard me. The experiment which we have been allowed to make, although it was doubtful for two or three years, has, I think, turned out an absolute success; and we see no reason why an extension of the Scheme on a larger scale should not have the same success.

2414. Lord Justice FITZGIBBON.—Mr. Byrne, we would be glad to hear you too.

Mr. *Byrne.*—I took an active part in the promotion of this Munster Dairy and Agricultural School from its inception. I always regarded as the great drawback to its progress that no provision was made for the education of the boys. I believe the Dairy Department to be nearly as perfect as it could be. We have all the modern appliances there, and the School is fully attended, but the great drawback is that we have only four months for the boys. Our idea is that there should be a continual session for the boys as well as the girls; and for that we should get more land. We should get land with different varieties of soil, so as to instruct our new men how to deal with the different classes of land in the country. We should also have some trees planted in a portion of it so as to give some instruction in forestry; and we should be able to teach our young men how to

Nov. 25, 1893.

breed the different varieties of stock. We have no sheep on the farm. We breed no horses there. Of course these are things that the rising generation of farmers should be instructed in. No drainage works or works of reclamation are being carried on; and these are things that the rising generation should receive instruction in also. I find that in Denmark a young man in order to get a diploma in agriculture has to complete three years instruction as well as to attend for six months in an agricultural school. In all the schools on the Continent and in America the course is never less than two years. In the name of goodness what can we expect from a young farmer who has only a term of four months to receive his education in?

2415. Lord Justice FitzGibbon.—What four months are they?

Mr. *Byrne.*—The four winter months.

2416. Lord Justice FitzGibbon.—Then they are taught nothing about harvesting?

Mr. *Byrne.*—Nothing about harvesting.

2417. Dr. Traill.—Would not a farmer's son learn these things better at home? We find in the North of Ireland that the farmers themselves teach these things better than any Government department.

Lord Justice FitzGibbon.—In Munster you are taking the first step towards improvement in learning that you don't know everything.

Mr. *Byrne.*—In every civilized country agricultural education is extending, and it is found that science must be availed of in order to teach the farmers to advantage. You must take into account the advantages of science. In Denmark the amount of butter produced and sent from that country has increased tenfold; and in like manner all the agricultural produce has increased. In the bacon industry two millions' worth of bacon is now being exported (yearly?) from the small kingdom of Denmark, whereas two years ago none was exported, and that simply because the young men have been educated there. The idea in our country is that there is no country under the sun which wants education more than Ireland because it is solely dependent—

2418. Dr. Traill.—Is not there an idea of buying some adjacent land for this place?

Sir *George Colthurst.*—In 1886 it was up for sale, and we offered to expend the greater part or the whole of our £2,000 in acquiring the interest in it, provided that the Commissioners would undertake to work it, but they refused.

Mr. *Byrne.*—I have had a great opportunity of meeting the farmers all over the province of Munster; I do a great deal in the way of valuing land; and I find a general consensus of opinion that the time is ripe for such an institution as we are promoting. I have been speaking to a great many members of the Poor Law Boards, and they say that they will contribute small amounts.

2419. Dr. Traill.—One of your requirements is good agriculture; another is the planting of trees; and the third is waste land. Where would you get any land within reach of the institution that would be suitable for those requirements?

Mr. *Byrne.*—If we had the funds we could get the land.

Mr. Justice O'Brien.—Hardly near Cork.

Mr. *Byrne.*—Not in the immediate neighbourhood, a few miles away. But it should be near a railway station.

2420. Lord Justice FitzGibbon.—There are a good many localities in the county of Cork where a person who was not an agriculturalist would say that you would get bog land and land suitable for tillage and planting, all lying together.

Mr. *Byrne.*—There are several places between Mallow and Cork.

2421. Mr. *C. J. Dunn.*—I believe that the good work which has been done by the Munster Dairy School is mainly due to the appreciation of it by the people of Munster. Although I am not much acquainted with agricultural matters, I have had an opportunity, as Chairman of the Butter Market Trustees, of observing the improvement that has taken place in the making of butter since this School has been at work. The best brand that we give is "superfine," and I notice that during six years the quantity of butter so branded has increased six fold. This I believe is greatly due to the training that has been given in this School. Our Head Inspector, Mr. Forrest, has several times alluded to the beneficial effects of the School, and in one of his reports he stated that he considered the most hopeful item in the entire butter trade to be the education given at this School. I say without fear of exaggeration that for every shilling expended on the Munster Dairy School there has been a hundred fold produced in the increased value of the butter made in this largest butter market in the world which I preside over. I believe the people of Munster have thoroughly seen the extraordinary results that have been produced by the School, and that they are fully alive to the results that may be expected from the proposed scheme.

2422. Mr. Justice O'Brien.—A Commission was appointed by the Royal Dublin Society and sent to examine the manufacture of butter in Normandy, and to procure intelligence for this country as to the course of education pursued in the schools there and elsewhere. I passed a good deal of my time in Normandy, and I was struck by the extraordinary superiority of the article produced there. They make that superiority a great means of increased profit to themselves. The butter they sell through Normandy is of the finest kind.

Mr. *Beamish.*—The very finest class of it goes to Paris.

Mr. Justice O'Brien.—The superiority of the Normandy butter is something that you cannot comprehend.

2423. Lord Justice FitzGibbon.—It should be borne in mind that the raw material which produces less than one-third of the price is the same as that of the best quality; in other words, it is entirely in the manufacture, and not from anything in the original product, that the loss of price takes place. The figure Mr. Dunn has mentioned is new and very encouraging. The newspaper reports do not tell the proportionate quantities of the different qualities of butter in the market; but when he tells us that the quantity of the first brand has increased sixfold, it is about the most encouraging thing one could hear.

Mr. *Dunn.*—I took it from the official returns.

2424. Mr. Justice O'Brien.—And you attribute it to this School?

Mr. *Dunn.*—I do.

2425. Mr. Justice O'Brien.—And not to the increased competition arising from the introduction of Danish butter?

Mr. *Dunn.*—It may have been stimulated by that. The stimulus alone would not be sufficient if they had not the knowledge as to how the butter ought to to be made.

2426. Lord Justice FitzGibbon.—You gave us some information as regards the demand for girls, after they left the School, to fill situations. Does that continue still?

Mr. *Beamish.*—Yes.

Sir *George Colthurst.*—The superintendent's wife, Mrs. Smith, has always more applications than she can supply.

2427. Lord Justice FitzGibbon.—That is the best possible proof of the School's usefulness, but we must not forget the immediate business we are on. It is stated in the Revised Scheme at page 5 that an annual contribution of not less than £50 is to entitle a public body to elect one Governor. You propose that the whole of the halfpenny rate should be given when that is the qualification?

Sir *George Colthurst.*—The extent of the Cork Union

as compared with that of Schull is as fifty to one; and if the latter had to give £50 to entitle them to elect a Governor it would be tremendously unfair. The fairest way would be to strike a rate.

2428. Lord Justice FitzGibbon.—The difficulty we had was that some of the unions are so big that a halfpenny rate would produce a very large sum. Under the Technical Education Act, as I read it, that rate would be applicable to other purposes than Agricultural Education, and we were afraid that if we did not fix some sum, the Guardians would not give you the entire halfpenny, and under the Original Scheme they would get no representation unless they struck the whole rate and gave the whole produce of it to your School.

Sir *George Colthurst.*—The valuation of the Cork Union is £358,000, and that of Schull only £15,000.

2429. Lord Justice FitzGibbon.—A halfpenny rate on the first would produce £750. You could hardly expect to get that.

Sir *George Colthurst.*—The ratepayers of both Cork and Schull Unions would pay the halfpenny.

2430. Monsignor Molloy.—There is nothing to prevent their giving you the whole of the halfpenny rate, but what we thought was that if we put into the Scheme that they must do so or forfeit all representation, it might deter the large unions from levying the rate at all.

Sir *George Colthurst.*—If our calculations be right on the estimate of all the Boards contributing, as we hope will be the case, we should not want the entire halfpenny.

2431. Lord Justice FitzGibbon.—That is exactly my point. The first Scheme would have given no representation unless they levied and paid the whole rate, and that was which made us give the alternative of paying £50.

Monsignor Molloy.—Supposing the Cork Board said "we will give you £400 a year but we won't give you the entire halfpenny," this Scheme as we have drafted it would give them votes on the Board of Governors. As you propose the matter, it would withdraw their right.

Sir *George Colthurst.*—Allowing that some unions would not contribute, it would come to not so much as a halfpenny in the £1.

2432. Lord Justice FitzGibbon.—You want £4,000 a year.

Sir *George Colthurst.*—Yes, but we have other sources.

Mr. *Beamish.*—Our calculation is that if all the seventeen unions in the county were to contribute, we should not want the whole halfpenny from each.

2433. Monsignor Molloy.—Your proposal was to go in for the whole halfpenny or nothing, and you might get nothing. We leave it to them to give you the whole halfpenny if they like, but to give them a vote if they give you £50.

Lord Justice FitzGibbon.—They might accept the cheaper alternative.

Sir *George Colthurst.*—It would be an anomaly, for £50 from the Cork Union would be nothing, but from the Schull Union it would be a great deal.

2434. Lord Justice FitzGibbon.—They would be more likely to put on a halfpenny rate and divide the proceeds of it, partly for agricultural education and partly for the other purposes contemplated under the Act. You would leave them no power of spending money raised under the Act for any purpose except agricultural education, without forfeiting their representation on the proposed body. It is a matter of choice between the two arrangements. There is an argument in favour of your conclusions, but there is also an argument in favour of ours.

Sir *George Colthurst.*—If you say that £50 is enough to entitle them to a Governor, they won't give any more.

2435. Mr. Justice O'Brien.—There would be that temptation undoubtedly.

Dr. Traill.—I would go for the whole halfpenny if I were you. *Nov.* 25, 1893.

Sir *George Colthurst.*—Could you say one farthing in the £1.

2436. Lord Justice FitzGibbon.—If that were done you would have the small unions giving the farthing which in the case of some of them would not come to £50.

Mr. *Byrne.*—We might get assistance outside the county.

2437. Lord Justice FitzGibbon.—Let them either give the halfpenny in the £1, or, if the proceeds would exceed a certain sum, then let them give you not less than half the proceeds of the rate. Something of that kind would do, because I quite see that if £50 be fixed, they will give no more. Would it not do to recognise the fact that there are big unions, and to say that they should either give you the whole proceeds of the halfpenny rate, or that, if it exceeded say £200, they should give you not less than half the proceeds of the rate, and then they should get one representative.

Sir *George Colthurst.*—I think that would do.

2438. Lord Justice FitzGibbon.—I would put it in this way, that if the rate produced £200, they should give you not less than half the proceeds. My next point is a decided improvement, for in place of keeping up Life Governors, you want that office to be confined to those who have earned the position; and when vacancies occur they are to be added to the elective part of the body.

Sir *George Colthurst.*—We thought so.

2439. Lord Justice FitzGibbon.—You propose that twenty subscribers shall be entitled to convene a special meeting, and that seven should be the quorum of subscribers.

Sir *George Colthurst.*—There should be a quorum and it should be not less than seven.

2440. Lord Justice FitzGibbon.—The quorum of the Governors is five. You want another amendment which we cannot make, and our experience shows that it would be bad for you if we could. In section 22, you want to have your accounts audited by your own nominee. We cannot do that because the Act of Parliament makes the Local Government Board official auditors under all these Schemes, either by themselves, or by sanctioning somebody else. They have one officer appointed for this work, and he takes the trouble of drawing up all the accounts in common form. The cost of the auditing is from £1 to £3. We must have it done in that way, and you will find no trouble in connection with it, for it works most smoothly.

Mr. *Beamish.*—We might wish to keep our accounts in the names of certain persons.

2441. Lord Justice FitzGibbon.—That you can do for yourselves, if the form of account is approved by the Local Government Board. They have adopted a good form, and they are working most harmoniously with the parties in the case of other Schemes.

Monsignor Molloy.—It is only a sort of balance sheet.

2442. Lord Justice FitzGibbon.—Your own accounts you can keep in any way you like. Now as to clause 26—you have got Chaplains not so much for giving religious instruction as to look after the religious duties of the pupils; and you want to insert after the words, "to make arrangements as to the religious exercises of the pupils," the words:—"subject to the approval of the Governors." The question is whether the Governors are wise to meddle with this.

Mr. *Beamish.*—The idea was merely a question of arrangement—to see that it did not interfere with the working of the School.

2443. Lord Justice FitzGibbon.—The words, "subject to the approval of the Governors," should come in after the words, "such arrangements." You also want to add to the 27th clause what would be a distinct improvement, namely, a statement that the "ex-

Nov. 25, 1893.

hibitions" to which it refers may take the form of travelling scholarships.

Sir *George Colthurst.*—We might want to send a boy to Denmark.

2444. Monsignor MOLLOY.—With regard to the Chaplains, do you want any control except as regards the fixing of a convenient time?

Sir *George Colthurst.*—No, none whatever.

Lord Justice FITZGIBBON.—The duties of the Governors should not extend to meddling with whatever instruction the Chaplains may desire to give.

2445. Dr. TRAILL.—Are those religious instructions compulsory?

Lord Justice FITZGIBBON.—No; but if there was not some provision about them, the Chaplains might want the pupils to attend religious duties or instruction and the Manager of the School might say:—No, you must stay at home and mind the cows."

2446. Mr. Justice O'BRIEN.—Or the Governors might act capriciously and say that they would not allow Mass to be said except in some place which would be wholly inconvenient.

Dr. TRAILL.—Or on the other hand, the Chaplains might want to celebrate it in an inconvenient place.

Lord Justice FITZGIBBON.—The best way will be to limit the approval of the Governors to the appointment of convenient times.

2447. Dr. TRAILL.—Surely the place should be fixed as well as the times?

Mr. Justice O'BRIEN.—No, by no means.

2448. Lord Justice FITZGIBBON.—You also want power to include amongst the expenses of the School the railway fares paid by the representatives of the Boards of Guardians attending the meetings of the Governors.

Sir *George Colthurst.*—The representatives elected by the subscribers should pay their own fares, but it would be hard to ask a man coming from Skibbereen to pay his own fare.

2449. Lord Justice FITZGIBBON.—It is not to be compulsory on you to include these fares.

Sir *George Colthurst.*—No, we only want power to do so.

Monsignor MOLLOY.—But it is to be only the railway fares.

2450. Lord Justice FITZGIBBON.—We shall say in the Scheme "attending from a distance." Now, Mr. White, I think we may thank you for your assistance. We will carry out the things that you want, and I think you will advise the Commissioners that the Scheme is all right.

2451. Sir *George Colthurst* (to the Commissioners).—On behalf of the Local Committee I thank you most sincerely for the manner in which you have aided us to-day. You have guided and assisted us in our project, and I sincerely hope it will be a success. We cannot thank you sufficiently for the time and trouble you have taken.

The inquiry then terminated.

Dec. 2, 1893.

PUBLIC SITTING—SATURDAY, DECEMBER 2, 1893.

At the Court House, Glenarm.

Present:—The Right Hon. Lord Justice FITZGIBBON, Judicial Commissioner; and the Right Rev. GERALD MOLLOY, D.D., D.Sc., ANTHONY TRAILL, Esq., LL.D., M.D., F.T.C.D., and Rev. H. B. WILSON, D.D., Assistant Commissioners.

The Secretary, N. D. MURPHY, Esq., M.A., was in attendance.

SCHEME No. 192.—THE GLENARM PAROCHIAL SCHOOL.

OBJECTIONS AND AMENDMENTS.

2452. Lord Justice FITZGIBBON.—We have come to Glenarm to-day to hear evidence with reference to two Draft Schemes, one relating to an endowment in Glenarm, and the other to an endowment at Cromkill. The cases are entirely distinct. We shall hear the Glenarm case first. Under our Act of Parliament it is our duty first to make inquiry as to the nature of the endowment. Then a Draft Scheme as prepared either by the whole Commission, or, if no question seems likely to arise, by one or more of the Assistant Commissioners. Then the Draft Scheme has been published, and for two months those interested can send forward objections or amendments. When those have been received we sit, as we are doing now, to hear the objections, and then proceed, if necessary, to revise and complete the Scheme. That is done by the Judicial Commissioners. Mr. Justice O'Brien having been obliged to go on the Winter Assizes could not come here to-day, and I am therefore bound to take the responsibility for any final Scheme that we may agree to present to the Lord Lieutenant. If the parties interested are not satisfied with the result they can present their objections before the Privy Council. I would however hope, from what I see in the papers, that in neither of the cases to come before us to-day ought it to be found impossible to settle matters without going further. But you will all understand that the matter now rests entirely with the Judicial Commissioners, and that we have not yet had any opportunity of considering either of these cases until to-day, and that we are ready to consider them as if they had not been so far dealt with at all.

Some evidence as to the Glenarm School was given in Belfast in 1891. Mr. Dudley-Janns, rector of the parish, then informed the Commission that there was a grant for a school in Glenarm, of which he had not been aware, although a considerable time in the parish, and Lord Antrim's agent also said that it took him by surprise. We have since got a copy of the deed, which is dated February 9, 1825. It is made between Rev. Wm. Wolseley, rector of Tickmacrevan, of the first part, the Lord Bishop of Down and Connor of the second part, and Edmund M'Donnell, Ann Catherine, Countess of Antrim, his wife; Thomas Davison, George Halloran, and Stewart Dunn, called the trustees, of the third part. It recited that Rev. Wm. Wolseley, desiring to establish a school at Glenarm, granted to the trustees

"The plot or piece of ground being part of the glebe lands of Tickmacrevan, more particularly described in the schedule hereto, to be held upon trust and for the use of a resident schoolmaster to be hereafter appointed by the said trustees and their successors, conjointly with the minister of the parish of Tickmacrevan and his successors, and for no other use, intent, or purpose whatsoever, the said trustees

and their successors paying to the Rev. Wm. Wolseley and his successors the sum of one penny on May 1 every year, and by the said indenture the said Rev. Wm. Wolseley promised and agreed to expend in and upon the erection on the said plot or piece of ground of a house of residence for the schoolmaster, with suitable accommodation for the convenient instruction of scholars to be taught at such school, a sum of £175 granted for that purpose out of the fund known as 'the Lord Lieutenant's School Building Fund,' and a further sum of £175 to be provided by the said Rev. Wm. Wolseley for the purpose."

The grants from "the Lord Lieutenant's Fund" were similar to those now made by the National Board, but they were almost always supplemented by local contributions, and probably the rector made up £175 by subscriptions to be added to the grant. The Draft Scheme contains a recital then that the schoolhouse and a residence for a schoolmaster were erected, that a school was established, and that it has since been carried on, and is now known as "the Glenarm Parochial National School." The Scheme then proposes the formation of a local governing body for the school. All the parties interested will understand that one of the main objects of the Scheme, apart altogether from matters of controversy, is the formation of a corporate body to hold the property, but bound to administer the Trust according to the terms declared, and the constitution of the governing body is a matter of great importance, to avoid the risk of the trust property being diverted to other purposes. We have received several objections to this Draft Scheme. The first is from "the Glenarm Presbyterians." They say:—

"We, the Presbyterians of Glenarm and vicinity, having by a mere chance seen the Draft Scheme for the future management of what is called in said Scheme 'The Glenarm Parochial National School,' beg herewith to lodge our objections to the said Scheme on the following grounds:—The very wording of the Scheme is unfair and misleading. In referring to the school the Scheme says—'Known as the Glenarm Parochial National School.' Now, the word 'Parochial' never was attached to the school either officially or locally until so attached in the Scheme. In the trust deed under which the school was founded, £175 is said to have been advanced by the Rev. Wm. Wolseley 'and by other persons'; in the Draft Scheme the words 'and by other persons' are suppressed."

I am sorry that these words were omitted. They should have been in the Draft Scheme, and I don't know how that happened, but that is just one of the things that a sitting such as this is intended to correct. The judicial Commissioners have not seen the draft Scheme, but I may say that in reciting deeds we are always anxious to recite everything material in full. The objection proceeds to state that the trust deed is silent as regards religious instruction, and that since the formation of the school the teachers have been Episcopalians, Presbyterians, and Roman Catholics. As regards religious instruction, the directors hold that the rights that all denominations should have in the matter should be preserved. The next objection is from Lord Antrim who says that the deed was not "a valid deed of trust, as it was not executed by the Bishop of the Diocese," that it was not acted upon, nor was any residence built upon the ground. If we find a deed sixty-eight years old stating that there was a grant from the Lord Lieutenant's Fund the presumption is strong that there was such a grant, and we can refer to the reports of previous Commissions to see what the facts were. Lord Antrim says that the title of the schools is wrongly stated. He then says:—

"The said schools have always been under the management and control of the present Earl of Antrim or his predecessors, the masters and mistresses thereof have been appointed by him or them, and the repairs and necessary expenditure defrayed by him or them."

It is then stated that the present schools are built upon ground not comprised in the deed, and which was provided by Lord Antrim or his predecessors. If they are not built on the ground mentioned in the deed it would dispose of the first part of the objection whether the deed was executed by the bishop or not, otherwise the fact of the school being in existence upon the demised ground would show that the deed was valued and was acted upon. He says the Scheme as drafted will take the control of the schools out of his hands, and will turn an undenominational school into a denominational one, and hand over to the management of the Church of Ireland schools at which considerably over half the scholars are and have been Presbyterians. And then he says—There is no necessity for any Scheme, and no desire on the part of the inhabitants of Glenarm for one. Should it turn out that there is doubt as to the validity of the deed, or as to the identity of the premises, these matters can be set at rest by the completion of a Scheme of some kind. We shall be glad to have the control of the schools in the hands of those entitled to it. It is stated in the deed that ground was granted for ever in trust for the use of a resident schoolmaster, to be appointed by the trustees conjointly with the minister of the parish of Tickmacrevan. Five trustees are named in the deed, and two at least of them would be now represented by Lord Antrim—namely, Edmund M'Donnell and his wife, Anne Catherine, Countess of Antrim. The three others were Thomas Davison, George Halloran, and Stewart Dunn, and I should be glad to receive evidence as to who these people were, what were their positions, and also as to their religion, and how they best could be represented now upon a new governing body. The minister was only one of six to act conjointly with the others.

The Glenarm Presbyterian Congregation object to the title of the school being changed to the "Glenarm Parochial School." They say it has always been known as "The Glenarm Male and Female National School," and never before had a denominational title. As to that we will take evidence. They object to the constitution of the governing body for the following reasons:—That it makes denominational a school which has always hitherto been undenominational, that it hands over to the control of the Church of Ireland a school which was never previously under its control. They say that one of the original trustees was a Presbyterian, and that as long as any inhabitant can remember the school has been carried on under the management and patronage of Lord Antrim or his predecessors for the benefit of all denominations equally. The last thing we should desire to disturb would be any management carried on by a resident proprietor for the benefit of all denominations. The Glenarm Presbyterian congregation then add that if the management of the school is to be changed the Presbyterians should have representation on the governing body proportionate to the number of their children in attendance at the school.

There is also an objection from the Rev. C. M. Cowden in the form of a letter to the Rev. H. B. Wilson, D.D. He says:—

"I may say this matter was sprung upon us at first. Both patrons and manager tell me they know nothing of it; besides, we thought that there would have been another meeting of Commissioners before the Scheme would be formulated, or else we would have taken action sooner."

It is not our fault if you took no notice of the matter till now, but it is not too late. This meeting is for the very purpose of "formulating" the Scheme. The Draft Scheme was published on March 30, 1893; it is still entirely in draft—in fact so much so that I do not think I ever read it until to-day. I shall now be glad to hear evidence on the matter, and I think we should first hear Lord Antrim, and I suppose Mr. Harrison represents him.

2453. Mr. *Harrison*, B.L. (instructed by Messrs. *Cramsie and Greer*).—Yes. The ground in the deed of 1825 is described as 5½ perches, plantation measure, with a frontage of 58 feet, and a depth of 51 feet at its deepest side. That is a small portion of the ground

Dec. 2, 1893.

now used for the various schools. The deed was made in pursuance of the Act 50 Geo. III, cap. 33, and to be valid it required the signature of the bishop of the diocese. The bishop did not sign. It might be asked was the deed merely to exist during the time the Rev. Mr. Wolseley was in the parish.

2454. Lord Justice FITZGIBBON.—When did he cease to be rector?

Mr. *Harrison.*—In April, 1831. The trustees were Edmund M'Donnell; Anne Catherine, Countess of Antrim, his wife; Thomas Davison, agent for the Antrim estate; George Halloran, also connected with the estate management; and Stewart Dunn. The reason he appears to have been a trustee is that he was the owner of adjoining land. It will thus be seen that from the day the deed was executed the Antrim family represented four out of the five trustees.

2455. Dr. TRAILL.—Can you prove that Stewart Dunn was a Presbyterian?

Mr. *Todd,* B.L. (who, instructed by Messrs. *O'Rorke and M'Donald,* represented the Presbyterians).—I can prove that.

Mr. *Harrison.*—A scheme for carrying out a trust should not be settled upon a deed that never had legal operation. Lord Antrim's objection states that the deed "was not acted upon nor was any residence built upon the said plot of ground." One of the trusts was to provide a residence for the schoolmaster. Although this Draft Scheme states that a residence was afterwards erected, no residence was ever erected, and the oldest resident does not remember the building in any other condition than it is now.

2456. Dr. TRAILL.—The original deed describes it as a residence for the schoolmaster.

Mr. *Harrison.*—There never was anything erected but a portion of the building now used as schools, and for that building there was a grant of £175 from the Lord Lieutenant's fund and a sum of £175 from some other source. There is no evidence that that money came from the Rev. William Wolseley himself. It appears to have been subscribed in and about Glenarm. You cannot now separate what represents public money and what represents private subscriptions.

2457. Lord Justice FITZGIBBON.—Here is the recital in the deed:—

"The Lord Lieutenant of Ireland hath, in order to promote the establishment of said school, directed that a sum of £175 should be paid to the said William Wolseley, out of the fund granted by Parliament in the 5th year of his present Majesty's reign, in aid of schools established by voluntary subscription in Ireland—said sum of £175, together with another sum of £175, to be advanced by the said William Wolseley of his own money, and money to be subscribed by other persons, to be laid out and expended in and upon the erection of a schoolhouse on said lands in the parish of Tiernacrievan."

Dr. TRAILL.—That implies that all the money was to come through Mr. Wolseley; it was to be advanced by William Wolseley—both his own money and the money from other persons. The words of the deed imply that he was to collect all the money.

2458. Lord Justice FITZGIBBON.—It was the natural course for the clergyman of the parish to take.

Mr. *Harrison.*—But the Lord Lieutenant's grant was only given in aid of voluntary subscriptions. Mr. Wolseley was not to give all the money out of his own pocket. The first application that was made to have the schools in connexion with the National Board was in 1845. Up to that year these schools must have been kept up on contributions from the Antrim family or people in Glenarm. From 1845 down whatever possession there was was entirely exercised by the Antrim family, and every penny of money spent on the schools since that date was spent by them.

Application was made to the National Board for aid in 1845, and various queries were sent down regarding the schools, which had to be answered. The first question was "The name of the school," and the reply was "The Glenarm Male and Female National School." In reply to the question "Description and condition of the house" it was stated "A very fine, highly furnished, good slated house, in excellent repair." The situation is immediately outside Glenarm Castle—the gateway into Glenarm Castle—built in 1825—is the nearest building. We cannot get evidence as to who built the schools, but it is evident that they were never built for £350. They were built in the same style and at the same time as the entrance to the Castle, and it is reasonable to suppose that the then Lord Antrim had a good deal to say to the building of them. Then there is the query:—"Number of schoolrooms and dimensions of each?" The reply is:—"Two spacious rooms, the boys' room being 32 feet by 15 feet inside; the girls' room being 31 feet by 15 feet inside; about 18 feet height. Male schoolroom—15½ feet wide, 17 feet height; 32 feet length." Then there was the following query:—"The management of the school; if under an individual, his name and address; if under a committee, by whom elected?" The following is the reply:—"The management of the Female school under the Patron, Edmund M'Donnell, Esq., and Lady Louisa Kerr." As to the Male school the answer is:—"Under the management of Edmund M'Donnell, Esq., of Glenarm Castle, the patron." "Edmund M'Donnell, Esq., Glenarm Castle," was the reply to the query "Name and address of correspondent" regarding both the Male and Female School. Then the question was asked whether the school had been in connexion with, or derived aid from any other society, and the reply was that it had not. "State whether the schoolhouse is attached to or erected upon Church, Chapel, or Meeting-house ground?—No." It was then asked:—"From what funds was it erected?—By patron. Who pays the rent of it?—None. Is the schoolhouse secured by lease or otherwise for the purpose of education?—No. What is the number of rooms used as schoolrooms?—Two. Is any portion of the house occupied by the teacher as a residence, and if so does any inconvenience arise therefrom?—No. If there are any other apartments state their uses?—None. What is the annual amount of local funds towards payment of the teacher's salary and repairs of the schoolhouse?" The reply regarding the Female school was:—"The patron grants the mistress £15 annually, and himself keeps house in repair"; and as to the Male school "£15 granted annually by patron to the teacher exclusive of school fees." "Is the school under the direction of a committee, and by whom chosen?—No;" and then came the last of the queries:—"State any other circumstances connected with this application you may consider material for the information of the Commissioners, and the grounds upon which you recommend it to be entertained or otherwise." With reference to the Female School the reply was:—"It has everything to recommend it to the favourable consideration of the Board." Regarding the Male School it was stated:—"It possesses every possible claim to the favourable consideration of the Board; the house is an excellent one and admirably fitted up; the master competently qualified, and every promise of a large attendance of scholars." These replies were considered favourable, and the school received aid from the National Board from that time on. Edmund M'Donnell was the original patron and correspondent. In March, 1848, the Rev. C. Evans was recognised as correspondent *pro tem.* He resigned in September, 1851; Mr. Edmund M'Donnell died in 1852—Oct. 11, 1852. The Earl of Antrim was registered as patron, and the Rev. Mr. Courtenay as correspondent. That remained from 1852, until March, 1859, when Lord Antrim was recognised as sole correspondent. In January, 1870, his Widow, the Countess of Antrim, became manager, and in May, 1875, the present Lord Antrim was appointed manager. Since 1845 the school has been under the National Board, and whatever payments in addition it has received, have been made entirely by Lord

Antrim or his predecessors, the repairs also have been done by him; in fact everything has been done by him as if it were his own. The deed describes the plot of ground as part of the Glebe lands "containing in the whole five and a half square perches Plantation measure or thereabouts, &c., bounded on the north by the street leading from the Castle; on the south by gardens on the rear of Chandler's-row; on the east by the lane leading to Chandler's-row; and on the west by the tenements in the possession of Edward M'Donnell, Esq." There was a piece of burying ground not included. I produce a tracing.

2459. Lord Justice FitzGibbon.—That would correspond with what we saw this morning, what is called a burying ground looks like the walls of a small church.

2460. Dr. Traill.—One of the questions asked was whether the schoolhouse was attached to or erected upon church, chapel, or meetinghouse ground, and I think the answer was "No."

Mr. *Harrison.*—It was.

2461. Dr. Traill.—It would seem that that was part of the church at that time.

Mr. *Harrison.*—The burying-ground is not included in the deed, but it fixes the locality.

2462. Dr. Traill.—Is there any other glebe land adjoining?

Mr. *Harrison.*—No.

2463. Lord Justice FitzGibbon.—It would appear certain that the plot was ecclesiastical property connected with the old church, and that the site of the church was retained because it was used as a burying ground. It seems probable that this was some outlying plot of glebe land that was given for the school, and that Edward M'Donnell threw in the adjoining land which we saw used as the play ground.

Mr. *Harrison.*—That play ground only came in quite recently. That was Stewart Dunn's property: it is all an open space now. The map shows the extra ground of the schools and also the burying ground. The site now occupied by the school buildings is about three times what it was originally.

Council referred to the map.

2464. Lord Justice FitzGibbon.—The present infant school seems to have been built at a different time, and not to be included in the deed at all.

Mr. *Harrison.*—I think the infant school was built in 1858.

2465. Lord Justice FitzGibbon.—It would appear certain that about 1825, the date of the deed, the whole of the male and female school buildings were put up together, and that the separate infant school is of much later date.

Mr. *Harrison.*—The infant school has nothing to do with the other. It is not proposed to be touched by this scheme. It was built in 1858, and it is on ground not included in this deed. If you stick to the strict limits of the deed, you have the boys' school, half the girls' school, and half the boys' yard. How will the Glenarm people be benefited by passing the proposed Scheme? That would not work so well as having the three schools—boys' school, girls' school, and infant school all together. They have worked under one control perfectly well up to the present, and would you amend matters by cutting the ground in two, leaving the infant school as it was and making the other changes I have mentioned.

2466. Lord Justice FitzGibbon.—What is the title to the infant school.

Mr. *Harrison.*—The same title as Lord Antrim's own demesne.

2467. Dr. Traill.—Is it under the National Board?

Mr. *Harrison.*—It is; a non-vested school.

2468. Lord Justice FitzGibbon.—Was that attached to the National Board at the same time as the other?

Mr. *Harrison.*—No; it was not built until 1858, and the other schools were put under the National Board in 1845.

2469. Lord Justice FitzGibbon.—We have got a report from the National Board stating the same information which you have given us from the primary applications for aid. The schools were taken into connexion with the Board in 1845, the girls' school on May 1, and the boys' on October 1. Did I understand you, Mr. Harrison, to say that what you read were the answers given by Mr. M'Donnell?

Mr. *Harrison.*—No; they were the inspector's answers.

Lord Justice FitzGibbon.—He seems to have answered without making inquiries. The Commissioners report also says that in March, 1859, the Earl of Antrim was recognized as sole correspondent; in January, 1870, the Countess of Antrim was recognized as manager in succession to the Earl of Antrim, deceased, and in May, 1875, the present Earl of Antrim was appointed manager upon the nomination of his mother, resigned; that the same patron and correspondent had always acted for both schools; that the schools being non-vested, the Commissioners had no interest in the premises, and that accordingly the records do not show particulars as to ownership, tenure, &c. That corresponds, Mr. Harrison, with your statement.

Mr. *Harrison.*—No doubt; we got the same statement from the National Board. With regard to the two gardens which Lord Antrim has allowed to be used as playgrounds, that is entirely owing to his own good nature, and his interest in the schools. If they had not those play-grounds they have no place but two little yards behind the schools. If any scheme at all is passed, and the schools are taken out of Lord Antrim's hands, and deprived of his aid, what good will it do? The boys and girls instead of being benefited would lose the use of the play-grounds, and it would take away part of the school. Lord Antrim would be proprietor of the infant school, but would have no interest in either of the other two schools, and could not be expected to contribute to them. There is no desire for such a scheme on the part of the Church people of Glenarm. I observe from the proposed scheme that the Church of Glenarm is to provide £10 a year towards keeping up the school, should the Scheme be passed. I do not think Glenarm is a parish likely to be able to spare that amount. The schools have been managed in the past in a way to please everybody, and they are now in an efficient state. Where is the money to come from to keep them in such order if the scheme be adopted? With regard to the religion of the children attending, for a considerable period past, those belonging to the Church of Ireland have been in a considerable minority. The percentage at present is 40 per cent. Church of Ireland, and 60 per cent. Presbyterian.

2470. Monsignor Molloy.—What are the numbers?

Mr. *Harrison.*—In 1892 there were 24 Presbyterians, 20 Church of Ireland, and 5 Unitarians in the boys' school, making a total of 49. In the girls' school there were 39 Presbyterians, and 13 Church of Ireland.

2471. Monsignor Molloy.—There seems to be a larger proportion of the girls Presbyterians than of the boys.

Mr. *Harrison.*—There is a Roman Catholic school a short distance off.

2472. Lord Justice FitzGibbon.—The population stated in the Census is as follows:—Roman Catholics, 1724; Church of Ireland, 529; Presbyterians, 1425; Methodists, 18, and "all others," 246. "All others" include the Unitarians in some places; sometimes they get in amongst the Presbyterians. Apparently the Roman Catholics are about two-fifths of the population.

Mr. *Harrison.*—In 1883 there were 30 Presbyterian boys and 15 boys of the Church of Ireland, and the girls always seem to have been from 2 to 3 Presbyterians to 1 Church of Ireland. In 1878 there were 19 Presbyterian boys and 9 Church of Ireland boys; in 1871 20 Presbyterian boys and 11 Church of Ireland. During what period we could find out any

Dec. 2, 1893.

particulars, the Master, and the teachers also in the Girls' School, have been appointed by Lord Antrim, or by Lady Antrim before him. The National Board in a number of cases have no information as to their religion, but they give the instances in which it was known.

2473. Dr. TRAILL.—Their denomination must have been known in the books of the National Board.

Mr. *Harrison*.—They say not. Out of 18 Masters they can only give the religion of 15, and of these 9 belonged to the Church of Ireland and 6 were Presbyterians. I ask you on the part of Lord Antrim to frame no scheme at all.

2474. Lord Justice FITZGIBBON.—It is quite clear to me that the property included in the deed of 1825 was at that time an educational endowment. I do not think there is anything in the point about the Bishop not executing the Deed, because anybody who had possession under the Deed would be bound by its trusts, whether it was executed by the Bishop or not. Edward M'Donnell who was an executing party to the Deed was the person who put the school under the National Board. The only time that Judge O'Brien and I had the case before us at all was in Belfast in October, 1891. We then said, and I repeat now, that we had not, and we have not, the slighest intention of interfering with the working of the school—Mr. Dudley-Janns said he did not want that. We said to him, and to Lord Antrim's agent—

"We will have the Deed examined and send you a copy with the map so that you may try to identify the premises, and we shall be glad to hear from both of you on the matter. In similar cases we have considered whether we could not form a Governing Body to hold the property upon trust. We could not put this or any other school into the schedule of the Diocesan Scheme, without the consent of the persons entitled to it."

If the Patron appointed no Manager, he would have the appointments entirely in his own hands, and from 1848 to 1851 the Rev. Mr. Ievers was correspondent but does not appear to have been Manager. Mr. M'Donnell was the original patron down to 1848, he had the exclusive right of appointing the masters. The Rev. C. Ievers was then recognized as correspondent *pro tem*. He resigned in September, 1851, and from October, 1852, Lord Antrim was registered as Patron, the Rev. Mr. Courtenay as correspondent. I do not see that the Manager was ever a clergyman.

Mr. *Harrison*.—Never at any time. The clergyman never interfered at any time in appointing masters, but perhaps Mr. Dudley-Janns can tell us something on this matter. When the schools were put under the National Board, they sent down an Inspector, and his inquiries on the spot are quite inconsistent with the deed being then acted upon. The last trustee is gone since 1852, and since then the property has been managed as satisfactorily as before.

2475. Lord Justice FITZGIBBON.—In the original deed the premises are described as:—

"For the use of a resident school-master to be hereafter appointed by the said Edmund M'Donnell, Anne Catherine, Countess of Antrim, Thomas Davison, George Halloran, Stewart Dunn, and the survivor of them, and his or her heirs, conjointly with the minister."

There was no doubt that the rector was to have a voice in the matter.

"The master and masters of said school for the time being shall be appointed by the said Edmund M'Donnell, Anne Catherine Countess of Antrim, Thomas Davison, George Halloran, Stewart Dunn, and the successors of them, and his or her heirs conjointly with the minister of the said Parish of Tiermacreevan and his successors, and shall be removed and removable from time to time and at all times."

By the same people conjointly with the minister of the parish. It is also stated—

"That such schoolmaster for the time being shall teach and instruct all such children as shall be named to him for that purpose by the written direction and permission"

of the persons named, conjointly with the minister of the parish.

Mr. *Harrison*.—Stewart Dunn, who was one of the Trustees, was the owner of the field now used in connection with the schools. Afterwards that ground passed into the hands of Lord Antrim, and he now holds it under Stewart Dunn's representative for lives renewable for ever. Apparently there were houses upon it, but they have been swept away. I now call Mr. Alexander M'Donald, agent for Lord Antrim, for examination.

Alexander M'Donald, J.P., sworn and examined.

Alexander M'Donald, J.P.

2476. Mr. *Harrison*.—You are agent to Lord Antrim?—Yes, since 1863.

2477. You know these schools?—Very well, indeed.

2478. During those years who kept up the boys' school and girls' school?—Lord Antrim.

2479. Has he done everything?—Everything.

2480. Do you keep an account of the repairs?—Only partly. He gave for a great many years £15 to the boys' school and £10 to the girls' school.

2481. In addition to the repairs?—Yes, and he provided the schools with requisites and coal.

2482. Is there any other money, except the grant from the National Board, for these schools?—None.

2483. From an examination of the books in the office, does that appear to have gone on in the same way before you became agent?—Yes, certainly. As far back as I have the books; I have had them traced back for the last forty years.

2484. Can you give the Commissioners an idea of the money spent upon these schools?—About £1,200, including coal and wages, masonry and carpentry. The cash payments alone amount to nearly £1,100, not including the rents of the playgrounds.

2485. You knew nothing about the old deed until lately?—No; I could not believe there was such a thing.

2486. You had no doubt the schools were Lord Antrim's alone?—None.

2487. Lord Antrim is under rent for the playgrounds?—Yes, a very heavy rent, to Stewart Dunn's representatives. There are two playgrounds held under Stewart Dunn.

2488. Is the infant school part of Lord Antrim's property?—It is.

2489. Lord Justice FITZGIBBON.—Both?

The rents of the playgrounds amount to about £20 a year for those playgrounds, besides the £1,200. Lord Antrim kept them previously as gardens in connexion with the castle.

2490. Have you any account of the expenditure on the infant school?—The infant school was built about 1859, and the expenses since then have been £354. I calculate that it cost £200, and I am certain that it was built by Lord Antrim himself.

2491. What is his title to it?—The title to his own estate.

2492. Mr. *Harrison*—The site of the infant school is on Stewart Dunn's property?

Witness—No; it is on the Antrim estate.

2493. Of those playgrounds or gardens, one is for the girls and infants?—Yes, and the other for the boys.

2494. The boys' school and girls' school are built in the same style as the Barbican?—Yes.

2495. Can you tell when the Barbican was built?—In 1829.

Examined by Mr. TODD.

Dec. 2, 1893.

Alexander M'Donald, J.P.

2496. For the time you have known these schools what have they been named?—The Glenarm Male and Female National Schools.

2497. Did you ever hear them called the Glenarm Parochial Schools?—Never

2498. As to religious instruction?—The teacher gives religious instruction between 2.30 and 3 o'clock daily.

2499. Dr. TRAILL.—Does the rector of the parish give any instruction in the school?

Witness.—The rector of the parish and the Presbyterian clergyman never do. For two years the school was under the Diocesan Board of Religious Education, and the rector for those two years went in and gave religious instruction; the Presbyterian minister objected to the children being taught the Church catechism, and it was discontinued.

2500. Does the teacher take his instruction from any clergyman?—No.

2501. Mr. *Todd.*—Who was Stewart Dunn?

Witness.—Stewart Dunn was a merchant from Carrickfergus.

2502. Lord Justice FITZGIBBON.—Was it from Stewart Dunn that Lord Antrim got the property adjoining these schools.

Witness.—From Stewart Dunn himself.

2503. Dr. TRAILL.—Was he a Presbyterian or a Churchman?

Witness.—To the best of my belief he was a Presbyterian, but I do not know.

2504. Mr. *Todd,* B.L. (instructed by Messrs. *O'Rorke* and *M'Donald*).—I appear for the Presbyterian Congregation of Glenarm who constitute over two-thirds of the population of the neighbourhood. The objection which they lodged has been already referred to. My duty is to press on the Commissioners that if any change is made regarding the schools, the Presbyterians should have representation in proportion to the number of Presbyterians attending the school, and in the population. The Presbyterians of Glenarm have no desire that any change should be made in the Governing Body of the schools. They are perfectly satisfied with the schools as managed by Lord Antrim, and feel that no change would be a benefit to the children or the neighbourhood. They believe that the management in the past would be equally good for the future. If the schools are taken out of the hands of Lord Antrim we will lose the benefit of £30 or £40 a year. Lord Antrim has been most generous, and if the management be taken from him and given to Mr. Dudley-Janns, his lordship cannot be expected to go on giving the same money to them. We, as Presbyterians, do not see why the schools should be taken from him. It is a one-man policy, and no man but Mr. Dudley-Janns wants a change at all. If a change is made, the schools will be split up; only part can be dealt with. If this Scheme is adopted you will cut the schools in two, and have one part belonging to Lord Antrim which the Commissioners cannot touch, under the control of his lordship, and the other part under the control of the body constituted by the Commissioners. That would be a most undesirable state of things. Supposing a Scheme should be formed, it should carry out the spirit of the founder. I can imagine no Scheme less in accordance with the spirit of the founder than this Draft Scheme, whoever may be responsible for it. The spirit of the founder was that the Scheme should be entirely undenominational. Of the trustees one was a Presbyterian; there was no intention that the school was to be denominational. There was no mention, whatever, of religion in the deed. The school was intended to be entirely unsectarian. No provision is made for religious instruction, Yet the Draft Scheme hands the school over to one church, the Church of Ireland, and gives the members of that Church entire control of the religious instruction.

2505. Dr. TRAILL.—I would like to call your attention to the fact that the children who went to the school were to be selected by the trustees, and the Minister was to have an equal voice in the selection of the children and of the Master for the time being. He might select whoever he should think fit.

Lord Justice FITZGIBBON.—I had better read the clause on that point, for it is very important. The trustees were to hold all the premises for ever

"In trust for the use of a resident schoolmaster, to be hereafter appointed by the said Edmund M'Donnell, Anne Catherine, Countess of Antrim, Thos. Davison, George Halloran, and Stewart Dunn, and the survivor of them, and his or her heirs, conjointly with the minister of said parish of Tiermacrievan, and his successors, and two and for no other use, intent or purpose whatsoever."

The minister was one of six people concerned in the appointment.

Dr. TRAILL.—Oh no, he was one against six.

2506. Lord Justice FITZGIBBON.—That is not my construction; he was one of six who were to act "conjointly."

The deed goes on to say—

"That the master of said school for the time being shall be not only appointed by the said Edmund M'Donnell, Anne Catherine, Countess of Antrim, Thos. Davison, George Halloran, Stewart Dunn, and the survivors of them, and his or her heirs, conjointly with the minister of said parish of Tiermacrievan and his successors, but shall be removed and removeable from time to time, and at all the times of writing under the hands of the said Edmund M'Donnell, Anne Catherine, Countess of Antrim, Thos. Davison, George Halloran, and Stewart Dunn, and the survivor of them, and his or her heirs, and the survivors of them, conjointly with the minister of the said parish of Tiermacrievan and his successors, and at his and their sole will and pleasure, and that such schoolmaster for the time being shall teach and instruct all such children as shall be named to him for that purpose by the written direction and permission of the said Edmund M'Donnell, &c."

and then it says in the margin—

"See last page, viz., Anne Catherine, Countess of Antrim, Thomas Davison, George Halloran, and Stewart Dunn, and the survivor of them, and his or her heirs, conjointly with the minister of said Parish of Tiermacrievan and his successors, and such others as the master for the time being shall think fit, in the principles and practice of reading and writing the English language, and of arithmetic."

It also says that the school was to be conducted—

"According to such plan of education and under and subject to such regulations as shall from time to time be in writing ordered by the said Edmund M'Donnell, &c."

and in the margin of one copy we have the word "ditto" referring to the names, conjointly with the minister of the parish and his successors. It also provides that—

"No person shall be permitted at any time to take possession of the house and residence to be built on said lands, or of said lands, or any part thereof, who shall not have first signed and delivered unto the said William Wolseley or his successors, an agreement on the part of such master to quit and yield up possession of said house with the appurtenances, and the said lands and premises, forthwith, on the written request of the said William Wolseley or his successors without other notice, and the said William Wolseley covenanted for quiet enjoyment by the trustees."

Mr. *Todd.*—The minister was to have no greater voice than any of the rest.

Dec. 2, 1898.

Alexander M'Donald, J.P.

2507. Dr. TRAILL.—He had the vote on one side and they had the vote on the other; he had an absolute veto against the others. I speak subject to the correction of the Lord Justice.

2508. Lord Justice FITZGIBBON.—I think he only counted in as one acting conjointly along with the five others.

Mr. *Todd.*—The deed shows that the school was not to be denominational, and that the rights of every denomination should be attended to as well as those of the Church of Ireland. It would be a difficult thing to provide any scheme, certainly for some time to come, in which all parties would be able to work amicably together. I do not want to say anything against the Rev. Mr. Dudley-Janns. He undoubtedly has a very high idea of his own legal rights, and is willing at all times to exercise them. How this scheme came from the Commissioners I do not know. If a scheme were drafted for Presbyterians and Episcopalians alike on a joint board I do not think it could be worked in an amicable manner for some time to come. The Presbyterians have been quite satisfied with the schools and they want no change, but in case of change they ask for a fair representation on the Governing Body. They do not want to be shut out as they are by this scheme. The only result of such a scheme as the one now proposed would be that Lord Antrim's school would stand apart, and that the Presbyterians would undoubtedly leave and build schools of their own; they could not be under such a scheme as this. Half the schools would then belong to Lord Antrim, the other half to the Church of Ireland, and the Presbyterians would build schools for themselves. The result would be that the schools would be simply ruined. I ask the Commissioners to say that they see no necessity for a scheme; that they could not draft a scheme without doing harm to the schools. I will now call a gentleman who knew Mr. Stewart Dunn, and I will then call the Presbyterian minister of the town, who will tell you that the desire of the Presbyterians is that things should remain as at present.

James Logan (Carrickfergus), sworn and examined.

James Logan

2509. Mr. *Todd.*—You at present reside in Carrickfergus?—Yes.

2510. Do you remember Stewart Dunn?—Quite well.

2511. Where did he live?—He lived at a place called the Farm Hill, near the town of Carrickfergus.

2512. Can you tell the Commissioners what his religion was?—Stewart Dunn was original trustee of the Remonstrant Presbyterian Meeting-house here in 1835 or 1836. In 1857 a fee-farm grant was taken for the Remonstrant Meeting-house of Templepatrick, and he and I were named as trustees in the fee-farm grant of that Meeting-house, and he worshipped in that house all the time he lived at Farm Hill.

2513. Dr. TRAILL.—What year did he go from this to Carrickfergus?

Witness.—I cannot tell.

2514. Lord Justice FITZGIBBON.—What was his position in life?

Witness.—He was a gentleman of considerable property in the county of the town of Carrickfergus, and had large bleach-works.

2515. Dr. TRAILL.—What was the date of the Remonstrants going out from the other Presbyterians?

Rev. Dr. WILSON.—In 1827.

Mr. *Todd.*—On this point we have two affidavits if necessary.

Rev. *C. M. Cowden* sworn and examined.

Rev. C. M. Cowden.

2516. Mr. *Todd.*—You are the Presbyterian minister of Glenarm?—Yes, for more than twelve years.

2517. You have been acquainted with the management of this school during that time?—Yes; I have visited them regularly.

2518. Who has managed them during that time?—Lord Antrim has been patron, and Mr. M'Donald, his agent, has been manager.

2519. You have a large Presbyterian community here?—Yes.

2520. They attended these schools in large numbers?—Yes.

2521. Are you perfectly satisfied with the manner in which the schools have been managed?—Yes.

2522. Do you know any Presbyterians who want any change?—I do not.

2523. If a scheme is drafted you would like a fair representation on the Board?—Certainly.

2524. But you would prefer no change from the present management?—I do not think any Board could manage the schools better than Lord Antrim.

2525. You know Lord Antrim has spent a considerable amount of money on the schools?—I do.

2526. Do you see any way of supplying that if Lord Antrim's management is done away with?—I do not; if we build schools we will have to support them.

2527. Is religious instruction given in these schools?—The teachers give religious instruction.

2528. What denomination are the teachers?—They are both Presbyterians at the present time. I may be allowed to say that that is so by accident—by the marriage of the male teacher, who was a Presbyterian, to the schoolmistress, who had been previously an Episcopalian.

2529. Lord Justice FITZGIBBON.—Have any vacancies occurred amongst the teachers in your time?

Witness.—Yes.

2530. Have you been consulted with reference to the appointment?—Mr. M'Donald did speak to me, but not until the appointment was made.

2531. Was the appointment entirely made through Lord Antrim?—Yes.

2532. Dr. TRAILL.—Suppose Lord Antrim withdrew his subscription, could this school be worked by a Board of Episcopalians and Presbyterians?

Witness.—If we had representation according to our numbers.

2533. I understood you to say that the money consideration was an important one?—It is.

2534. But if Lord Antrim withdrew his subscription, would you be willing to work with the rector on a joint Board?—We should have a fair proportion of representation on that joint Board. I understand Mr. Dudley-Janns has not been inside those schools for years, and I don't see how we could work together very satisfactorily.

2535. But if Lord Antrim gave up his subscription, could you work with a mixed Board supposing Mr. Dudley-Janns were on it?—I would not like to give an opinion.

2536. Monsignor MOLLOY.—Even if you got a Board with the majority Presbyterians you would prefer that the schools should remain as they are?

Witness.—Yes.

2537. Rev. Dr. WILSON.—And you are satisfied with Lord Antrim, independent of the money?

Witness.—We are quite satisfied with Lord Antrim's management.

2538. Dr. TRAILL.—Would you be satisfied with the management of the schools by Lord Antrim in case he withdrew his subscription?—Yes, I think he has managed them very well, and I don't think he is likely to withdraw it.

2539. But if he withdrew his subscription?—The subscription is an important matter in the management of the schools.

2540. Monsignor MOLLOY.—He gives not only subscriptions, but he also gives you two fields.

Witness.—Yes, and he also keeps the schools in order.

Mr. *Harrison.*—He was on the point of repairing them when this scheme was brought forward.

2541. Rev. *S. F. Dudley-Janns* (To *Witness*)—You said you couldnot possibly act on a joint Board with me?

(*Witness.*)—I did not, but I would prefer not.

2542. Mr. *Dudley-Janns.*—Have I ever been guilty of any intolerance towards your congregation? *Dec 2, 1893.* Rev. C. M Cowden

Mr. *Todd.*—I think this is hardly fair.

2543. Mr. *Dudley-Janns.*—Did you not write me thanking me for being loyal to you, even against a member of your own congregation?

(*Witness.*)—I did some years ago.

Mr. *Dudley-Janns.*—It was only a few months ago.

2544. Lord Justice FITZGIBBON.—He did not say that he could not act with you; he said he would prefer not. He seems to prefer to act with Lord Antrim.

Mr. *Hunter*, Petty Sessions Clerk, sworn and examined.

2545. Mr. *Todd.*—You are Clerk of Petty Sessions and Postmaster in Glenarm?—Yes. Mr. Hunter.

2546. You know these schools?—I do.

2547. I believe you attended them at one time yourself?—Yes.

2548. Who managed the schools all the time you have known them?—The Antrim family.

2549. Can you tell us the religious instruction given?—When I went to the schools all read out of the scriptural lessons; then after half-past two o'clock when the Roman Catholic boys went away the Protestant boys read out of the Bible. But in my time there there was no denominational education. There was no catechism taught in my time. Since this Scheme was drafted there has not been so much going back and forward. It has more or less destroyed the friendliness.

Rev. *S. F. Dudley-Janns.*

2550. I will deal with the Presbyterian objections first. I never spent a penny in my life for litigation except in defence of my church rights. I do not understand the fear with which my Presbyterian friends regard the word "Parochial." It is said the word "Parochial" never was attached to the name of the school, either officially or locally until so attached in the Scheme. That the school was called "Parochial" is evident from an entry in the parish records where we are told that "Charles James Ross, Schoolmaster and Parish Clerk, was elected to the situation of Parochial Schoolmaster and Parish Clerk" on September 10, 1835. I do not attach any great importance to the word, and would be glad if one less offensive could be substituted. The School is built on glebe lands. The Presbyterians raise an objection on the point that there was no residence built, but they have overlooked the fact that the words "residence" and "schoolhouse" are interchangeable terms and are so used in the deed of 1825, which in one clause says the teacher "shall reside in said schoolhouse. Rev. S. F. Dudley-Janns.

2551. Lord Justice FITZGIBBON—There is no thing in that. The place was given in trust for a school, we have never got the original deed; where is it?

Mr. *Dudley-Janns.*—It is in the Record Office in Dublin. The Presbyterians object to the governing body as constituted in the Draft Scheme, first on the ground that they are all members of the one Church, and this they contend would make the school denominational, contrary to the intentions of the founder. All I desire is to have the intentions of the founder carried out. I do not want to seek anything for myself that I am not entitled to. This school has certainly been undenominational, and I do not think the Draft Scheme makes it any less so; but it has always been under Church control. Every one of these original trustees were Churchmen. I will prove that Stewart Dunn was a Churchman. The congregation which the Rev. Mr. Cowden represents had no existence until 1829, and the school was formed in 1825. Two years before that Stewart Dunn was elected Churchwarden, and he also became proprietor of a pew in the Church I have a statutory declaration from two people in Carrickfergus who knew him, both declaring that he was a regular worshipper in the Church when there. His wife was a Unitarian, and that accounts for his worshipping at times in the Unitarian Church. When he died in 1864, his remains were interred in Glenarm, and he was buried by my predecessor with the Church service. I have a relative of his here, Mr. Jellie, who will tell you that he was undoubtedly a member of the Church of England. The baptism of Thomas Davison's children and his death are entered in the Church book.

2552. Mr. *Todd.*—At his death he was a Churchman, but previous to that he was a Presbyterian.

Dr. TRAILL.—There is no proof in the world that he was a Presbyterian.

2553. Mr. *Dudley-Janns.*—I have a copy of the "Solicitor's Abstract" with respect to the deed of 1825, and the grantees are described as "Churchwardens and others," which shows they had some connexion with the Church. There is no proof that the persons who subscribed to the £175 raised by Mr. Wolseley included members of all denominations. The Presbyterians next object to the governing body on the ground that they have power, subject to certain conditions, to make provision for the religious instruction of the children attending the schools "as they think fit." And so dangerous do they deem this power that it places a necessity on them of building other schools—"schools for ourselves"—they say. In other words, they fear intolerance. If this apprehension was justified by the Scheme it would demand the most serious attention. My Presbyterian friends would have all my sympathy and all the aid I could give in resisting it. Such a blot would I consider it that I do not think I could accept any office under it. But is not the apprehension imaginary, and is it not carefully guarded against by the very conditions of the Scheme which my friends have not quoted? I mean sec. 12—

> "The Governors may, from time to time, make such provision for the religious instruction of children attending the school as they shall think fit, provided that if and so long as the school shall be in connexion with the Commissioners of National Education, such instruction shall be given in accordance with the rules and regulations of the said Commissioners in force for the time being, and that no pupil attending the school shall at any time be compelled or permitted to receive or to be present at any religious instruction to which his or her parents or guardians object, and the arrangements for giving religious instruction shall be so made that no pupil attending for secular instruction only shall be excluded, directly or indirectly, from any of the advantages of the secular education given in the school."

I think the rights of conscience and the inalienable right of a parent to decide the religious teaching his child shall receive are fully guarded by these words. Have the Presbyterians any better safeguard at the present moment? And what is the remedy suggested by the objection? They say they must have representation in proportion to the number of children attending the school. As they claim a majority of children this would mean a majority of governors. If,

Dec. 2, 1893.
Rev. S. F. Dudley-Janns.

then, fears of intolerance are justified, this would be no remedy. It would only be the transfer of the power of intolerance from Episcopal to Presbyterian shoulders, it would only be a remedy on the assumption that Churchmen proposed a monopoly of that hateful thing, and that Presbyterians were pure from the taint. I have no fear of intolerance from the Presbyterians, and I am willing to work with them in the future, as I have done in the past. I have not tested the accuracy of the percentage of Presbyterian children attending the school. I know that in February, 1891, it was only 54·7. But apart from this I protest against the monstrous principle that mere attendance gives a vested interest in a school built by others, and also a claim to representation in proportion to mere numbers. Suppose this Commission were sitting in 1858 instead of now, in that year the numbers are given thus, Roman Catholics, 72 ; Established Church, 66 ; Presbyterians 60. According to the principle laid down here the Roman Catholics would be entitled to a majority of Governors because they have the highest numbers ; the Church would come next, and the Presbyterians, being lowest in numbers, would be at the foot of the three. The Roman Catholics have built splendid schools for themselves, but they might come back again and head the roll. There is nothing to hinder them for it is a National School, and they might go before the Privy Council, and, adopting the principle here laid down by the Presbyterians, claim representation in proportion to their numbers, and thus the schools would come under their control. I know they would scorn to do such a thing, and so should my Presbyterian friends. I notice a strange inaccuracy where it is stated that "the Draft Scheme hands over to the Church of Ireland a school which was never previously under its control." On the contrary from its foundation down to the present hour it has never been under any other control. Lord Antrim's family have been generous to all denominations, but the generosity of the Earl of Antrim, who is a Churchman, cannot be pleaded to advance a Presbyterian claim.

2554. Monsignor MOLLOY.—Are you content with Lord Antrim's management ?

Mr. *Dudley-Janns.*—No ; I am not in one way, I will explain. I have nothing in the world to say against Lord Antrim. This school has been under Church control—the control of Lord Antrim and his family. Lord Antrim has been a Churchman all his life, but I think it very natural for Mr. Cowden to wish to have a school of his own, and I entirely sympathise with him in that desire, and also think a second school would be most useful.

2555. Lord Justice FITZGIBBON. —Could you sustain another school in Glenarm ?

Mr. *Dudley-Janns.*—When compulsory education will come, as it must come, we will have two schools.

2556. Lord Justice FITZGIBBON.—What distance are the Roman Catholic schools away ?

Mr. *Dudley-Janns.*—Three hundred yards off. The nearest Protestant school is at Carnlough, about three miles off.

2557. Lord Justice FITZGIBBON.—The figures go to show that there is no population within reach of this school that would supply any substantially larger number than you have attending the school. We usually consider that the school-going children should be about one-fifth of the population.

Mr. *Dudley-Janns.*—But that is only an opinion.

Monsignor MOLLOY.—I hardly think the question is before us of the establishment of another school.

2558. Lord Justice FITZGIBBON.—We want to see whether, as the school is now managed, there is any large proportion of the population not availing themselves of it.

Mr. *Dudley-Janns.*—Some of the children go to Carnlough, because they are not satisfied with it. I only mention that because Mr. Cowden has threatened to boycott this school if the Scheme is not altered to suit his desires. He says he cannot stand Episcopal control, but has he forgotten that Lord Antrim and his agent are both Episcopalians ? There are seven schools under Lord Antrim's control, and every teacher in them is a Presbyterian. I have not one of my own denomination. For two years I had not a single Sunday School teacher, and had to teach myself, and I would also like somebody to sing in my choir. For three of those schools, which for sixty years have afforded education to the Presbyterian children in the parish, Mr. Cowden is indebted to an Episcopalian, the Rev. Wm. Wolseley, who founded not only the male and female school in Glenarm, but also Knockstacken School. Personally, I have always respected the feelings of the Presbyterian ministers, and have frequently whipped back to their own camp those contemptible deserters, who by the bribe of the discipleship imagined I would help them to break the laws of their own Church and defy their ministers. For this, they have often thanked me and none more warmly than Mr. Cowden. A few months ago, Mr. Cowden wrote me one of the nicest letters I have received, and I was proud of it. It was stated that the Presbyterians objected to my teaching the Church Catechism to their children. I never did that. What happened regarding the Board of Religious Education was this :—That Board passed a resolution that results fees should be offered to teachers for religious instruction, and offered not only to Church teachers but also to Presbyterians. I protested against that resolution and separated myself from my Bishop and also from the Board of which I was a member. I got a circular printed and circulated through the parish, and in it I said that the offering of results fees to Dissenters for giving religious instruction under the Diocesan Board appeared to me to be a direct tampering with their conscience ; and I said it appeared to me hopeless to look for any blessing to our children from instruction so given. Religion is not a mechanical thing. It is true of the school as well as the pulpit, that the heart of the teacher must be convinced if he is to convince others. I was quite at one with the Education Committee of the general assembly, who passed strong resolutions against the action of the Diocesan Board of Religious Education. The reason I withdrew from giving religious instruction was a misunderstanding between Mr. M'Donald and myself.

Mr. *M'Donald.*—I was not aware of that.

2559. Mr. *Dudley-Janns.*—I now wish to speak about Lord Antrim, and I criticise his objection with the very greatest regret. For many years he was my kindest friend. The whole community are indebted to his family and the noble earls who preceded him for the manner in which they contributed in connexion with the parish. I think his generosity should be recognized in the fullest manner, but I do not think he would accept any such recognition. I think I am not wrong in saying that his object is to prevent any Scheme being formed at all, and it is to that I object. The Antrim family have done nobly for education. I need not now refer to the invalidity of the deed because it is not signed by the Bishop. As to the title of the schools I do not care about the word "Parochial." I would be glad any title would be given to the schools that would be less offensive to the Presbyterians. I only wanted the name to preserve the old land mark, as it stands on the site of the church, and I found it so entered in the Ordnance Office, Phœnix Park. It is not quite accurate to say that the schools have always been under the control of the Earl of Antrim and his predecessors, nor do I think Mr. M'Donnell can strictly be called one of his predecessors. This gentleman's name was Phelps. He became the second husband of Anne Catherine, Countess of Antrim in her own right, and widow of Sir Henry Vane. The marriage took place on May 24, 1817, and he took the family name of M'Donnell that same year. By deed of settlement, dated August 12, 1822, he got a life interest in the Glenarm estate. The Countess died in London, on June 30, 1834, and Mr. M'Donnell died

abroad on May 30, 1852. They had no children. Mr. M'Donnell held in fee the grounds adjoining the glebe site mentioned in the trust deed of 1825, and any additional land must have been his gift. There is a very old man who remembers Chandler's-row, and the houses were knocked down to make room for the schoolhouse. Great stress is laid in this objection on a statement that the schoolhouse is "actually partly built on ground provided by Lord Antrim or his predecessors." That ground was never part of the Antrim estate, but was held in fee by Mr. M'Donnell, and by him conveyed to the trustees mentioned in the deed. There was great litigation between Mr. M'Donnell and the Antrim family. He had acquired much property of his own, which was intermixed with the Antrim estates, and gave rise to this litigation. All claims were settled by a private Act of Parliament passed on August 31, 1848. He accepted a sum of £5,000, and at his decease in 1852 the property he had acquired merged in the Antrim estates. Any lands given by him to the school trustees in 1825 could not, of course, be included in this agreement, and Lord Antrim cannot claim credit for any lands so given. It is quite clear that the land was given by Mr. M'Donnell for the school, that is all I have got to say about the plot of ground. I fully admit that Lord Antrim and his family have done their duty to the school, and every fair-minded man will agree that they have risen to the responsibility of their high position and property. I think they would have done the same had the patronage been in other hands than theirs. I believe they did all this from a sense of duty. It has been asked over and over again, what will become of the schools if Lord Antrim gives them up? All I can say is that as far as money is concerned, I am perfectly willing to be responsible for it all. If I were connected with the schools I would not be satisfied unless they would be in the highest state of efficiency. The Church laity are poor, but we are not such a wretched lot after all. I bought the Methodist Chapel and made it into a Parochial Hall. I spent £300 on it out of my own pocket and handed it over to the Church, and I don't think if this Scheme were passed that these schools would cease.

2560. Lord Justice FITZGIBBON.—Where is the Sunday School held?

Mr. *Dudley-Janns.*—In the Parochial Hall.

2561. Lord Justice FITZGIBBON.—Was it ever held in these schools?

Mr. *Dudley-Janns.*—Not for a great many years.

2562. Monsignor MOLLOY.—You are not dealing with the chief difficulty. It has been brought before us that the school premises consist of the original foundation, and a great deal more which has been added and which we cannot deal with, without Lord Antrim's consent. Now if we cannot get Lord Antrim's consent, would it be desirable, contrary to his lordship's desire, that we should deal with that portion of the premises that belong to the original foundation, and thus expose the school to the loss of the part acquired since, viz.:—the two playgrounds and the infant school. Should we deal with the endowment at the risk of losing these two playgrounds and the infant school?

Mr. *Dudley-Janns.*—I never contemplated that Lord Antrim would withdraw the use of the school and playgrounds. I do not think he would, and I don't think that Lord Antrim would have the least feeling about these schools at all.

Dec. 2, 1893.

Rev. S. F. Dudley-Janns.

2563. Monsignor MOLLOY.—But have you read his objection?

Mr. *Dudley-Janns.*—Yes, but until I read that I never anticipated such a thing; I thought the matter would have been settled in a different way altogether. I think that the Church is entitled to some voice in the management of the schools.

2564. Monsignor MOLLOY.—Have you fully considered the risk of what you would lose, if the Scheme were drawn up and settled without Lord Antrim's consent? You would lose his subscription of £30 per annum; the two playgrounds for which he pays a rent of £20, and the infant school.

Mr. *Dudley-Janns.*—These schools won't become denominational. Lord Antrim acted for a long time as lay-reader in my Church—the nearest thing to Holy Orders. Crowded congregations filled the Church when his lordship first officiated as lay-reader. Great numbers of Presbyterians came, and though I mourned it at the time it proved most fortunate he went to reside in England, else I might have Presbyterians claiming to control my Church because of their majority. Lord Antrim says there is no necessity for a Scheme. I hold there is a necessity for a Scheme for the very safety of the school. In 1882 when Lord Antrim was suffering from the reduction of rents, he was going to close these schools and turn them into shops.

Mr. *Harrison.*—There is no foundation for that statement.

2565. Mr. *Dudley-Janns.*—I should not have been interrupted. Lord Antrim then showed they were his own private property. I sent to him to say that I would be willing to purchase schools at my own cost, not for my own people only, but for the benefit of all denominations. I think the scheme is necessary to preserve the undenominational character of the schools about which such anxiety exists. If they remain in private hands, what is to hinder Lord Antrim or his successors, when bound by no trust, from turning them into denominational schools? Lord Antrim cannot bind any of his successors, and without some Scheme there is not the smallest safeguard that the schools will be in the future conducted for the benefit of all. In the last place, I think there is a greater necessity—the moral necessity of restoring the schools to their rightful owners, to those for whom the founder intended them. They should be under the control of churchmen, and open to all religious denominations. It is stated that there is no desire on the part of the inhabitants of Glenarm for any Scheme. If it were Lord Antrim's own private property, I am sure he would not consult the feelings of the people. If the false breath of slander could be hushed—that cowardly slander which has attributed to me abominable motives—and if the inhabitants knew the true state of the case, and that this was Church property, I believe the people of Glenarm would be in my favour, that for once at least the voice of the people would be the voice of God, that voice which has said—"Thou shalt not covet thy neighbour's house."

Rev. *R. M. King* (Remonstrant Presbyterian) examined.

2566. I am minister of the congregation with which Stewart Dunn's father was connected up to his death. They were always known as Presbyterians, and the service at the grave was conducted by, I believe, the Rev. Alexander Montgomery and Rev. Thomas Smith (Remonstrant Presbyterians). My belief in regard to the schools is that they should be strictly undenominational. They have been so, as far as I can remember. When schools pass under control of one denomination, those schools, no matter what may be the present intention, will eventually become the tools of that one denomination. There is a great wave of denominationalism spreading over the country at present, and schools under the National Board, no matter whether intended for the benefit of all denominations or not, are being gradually turned round and utilized by a single denomination. I do not mean to say that Mr. Dudley-Janns intends to

Rev. R. M. King.

Dec. 2, 1892.

Rev. R. M. King.

turn these schools into Church schools, but he will not be here always. He is a man of exceeding generosity, especially to those who differ from him, but we have no guarantee that an Episcopal Board will continue to carry out that policy. Lord Antrim's management is not Episcopalian, it is simply as patron and as owner of the schools he acts. If any Scheme be drawn up, I would request that the minister of the First Congregation, the oldest Presbyterian congregation here, should be represented.

2567. Dr. TRAILL.—What are your numbers in Glenarm?

Mr. *King*.—Our numbers are rather small, but we have one-ninth of the attendance at the school, and I hope in time they will increase.

John Jellie.

John Jellie sworn and examined.

2568. Mr. *Dudley-Janns*.—You are intimately connected with Glenarm?—I am.

2569. You were ordained as a Unitarian Minister? No, as a Remonstrant Presbyterian. Although not a Presbyterian as to theology, I was a Presbyterian as to Church government.

2570. You are connected with the family of Stewart Dunn?—Intimately.

2571. You are his heir?—Not quite; I am his representative. Stewart Dunn died intestate and without issue. His wife pre-deceased him. His sisters, Mrs. Stewart and Miss Dunn, were his co-heiresses. My mother-in-law was Mrs. Stewart. His co-heiresses bequeathed all their property, and all that came through them, to me.

2572. Lord Justice FITZGIBBON.—You are a member of the family?

Witness—Yes; I was regarded after my marriage to Stewart Dunn's neice as one of the family.

2573. Mr. *Dudley-Janns* (to *witness*).—You were very much in Stewart Dunn's company in the latter part of his life?—I was.

2574. Mr. *Dudley-Janns*.—What were his religious tenets?—I know that he professed to be an Episcopalian—a member of the Established Church as it was designated in his day, and of the Church of Ireland as it is now called.

2575. Monsignor MOLLOY.—But as to the early period of his life?—I was ordained at Glenarm in 1852, and in the company of Rev. James Nixon Porter, minister of the then Remonstrant Presbyterian (Unitarian) Congregation of Carrickfergus, I visited Mr. and Mrs. Stewart Dunn early in 1853. Mr. Porter, who was uncle of the present Master of the Rolls, informed me, prior to the visit, that Mr. Dunn was an Episcopalian, and that Mrs. Dunn was a member of his congregation. He said he believed Mr. Dunn was a member of St. Nicholas' Church, in Carrickfergus.

2576. Monsignor MOLLOY.—Do you know Stewart Dunn's denomination in his early life?—Before I was married, when I became engaged to his niece, she and I had a conversation respecting her uncle, in the course of which she told me that her aunt was a Unitarian and her uncle an Episcopalian, and she requested me not to speak harshly of the Church of England.

2577. Monsignor MOLLOY.—Is it true that in early life he was a Presbyterian, and afterwards became a Unitarian?—I do not know. My mother-in-law and his sister regarded Stewart Dunn as an Episcopalian, and from the time I became acquainted with him he was a Broad Churchman, as distinguished from a High Churchman or a Low Churchman. He was exceedingly broad, as he did not believe in an eternal devil or an eternal hell. He was anti-Calvinistic and anti-Orange.

2578. Mr. *Dudley-Janns*.—Were you present at Stewart Dunn's funeral?—I was.

2579. By whom was the service read?—By the Rev. Mr. Courtenay (rector of Glenarm) at my request. I felt it to be my duty to request a clergyman of his own denomination to officiate at his funeral.

2580. Have you got his Book of Common Prayer?—I have two (produced)—in fact, I have three. I wish to add that Stewart Dunn was a thoroughly liberal-minded man, and associated with the ministers of the various churches in Carrickfergus. Father O'Neill was an extremely able man, and there is an entry of Stewart Dunn's in his diary (produced) that he was present on August 9, 1840, at the consecration of the Roman Catholic Chapel, Carrickfergus, and dined with Father O'Neill and other friends after the ceremony. The Rev. Mr. Smyth, the esteemed minister of Carrickfergus Non-Subscribing Unitarian Church, and my predecessor at Glenarm, was acquainted with the religious tenets of Stewart Dunn's father, Mr. John Dunn, but I could not, and would not certify that Stewart Dunn was other than an Episcopalian.

Cross-examined by Mr. TODD.

2581. When did Stewart Dunn die?—On January 20, 1864.

2582. Was he a son of Jack Dunn's?—I never knew his father to be called Jack; he was called John.

2583. Did John Dunn live at Glenarm?—Yes.

2584. And Stewart Dunn lived in the latter part of his life at Carrickfergus?—Yes.

2585. You know the Rev. Mr. Smyth of Carrickfergus?—He is my clergyman.

2586. What was John Dunn?—He was a Liberal Presbyterian; but I never saw him.

2587. Lord Justice FITZGIBBON.—What was Stewart Dunn's connexion with Glenarm.

Witness.—His father lived here, and I hold the property.

2588. Lord Justice FITZGIBBON.—He is described as of Glenarm in the deed of 1825.

Mr. *Dudley-Janns*.—In 1823, Stewart Dunn was churchwarden. He also paid £7 that year for his seat in the Church. That was two years before the school was founded. I have another document showing that he was a regular worshipper in the church. There is an entry also as to his death. In 1891 I thought he was a Presbyterian, and it was only after these objections had been lodged, and I was charged with intolerance, that I hunted these facts up and found them to my own great surprise.

Mr. *J. M'Cloy*, Master of the Male School, re-examined.

J. M'Cloy.

The Rev. Mr. Dudley-Janns in his statement to-day has tried to throw discredit on the schools and teachers. I, as one of the teachers referred to, claim my right to be heard in reply. The following results earned by school during the eight years I have been teacher of it, compare very favourably with the results made by my predecessors for the previous twelve years. During the eight years, I earned in results the sum of £132 8*s*. 6*d*.; the amount gained for the previous twelve years was £125 17*s*. 5*d*. That is to say I earned £7 more in eight years than the former teachers did in twelve years. Taking the average results earned, my average for the eight years was £16 11*s*.; the average for the twelve previous

years was £10 9*s.* 9*d.* That is, I earned about £6 more on the average each year than my predecessors, again the sum earned per head. I have had examined during my tenure of office 253 children who gained on the average 10*s.* 6*d.* per head. The number of children examined during the previous twelve years was 396, and the results fees per head averaged 6*s.* 3*d.*, or in other words I made on the average 4*s.* per head more than former teachers. Passing from the results to the reports of Inspectors, I beg to submit the following extract from a report made by the Inspector the year subsequent to my taking charge of the school :—

"The efficiency of the school has improved very much. At the previous examination the percentage was 39; it is now 69. This increase is due to the efficiency of the new teacher."

Mr. Dudley Janns has referred to the attendance at the Roman Catholic schools, and has tried to show by comparison with our schools that they are much superior, but he overlooked the fact that we have a separate Infant Department, whilst the Roman Catholics have not, and when the infants are added to our numbers we have a better attendance on the whole than the others. Mr. Dudley-Janns also forgot to mention that there are two Roman Catholic clergymen in the village, who take a great interest in the education of the children of their flock, and who use every means in their power to force the children to attend school. I should like to know when Mr. Dudley-Janns took any steps to see that the children of his denomination attended school. During the eight years I have been here he has never taken the slightest interest in the schools one way or another. But I deny that the percentage of attendance at the Roman Catholic school is better than our own. The percentage of attendance at my school has been, on the average, nearly 75, while the average percentage for all Ireland is barely 50. This I think shows that our schools are not the effete institutions that Mr. Dudley-Janns has tried to show they are. Another thing about the attendance. There is not a respectable family in the town who have children that does not send them to us. With regard to some two boys who have gone to Carnlough school, Mr. Dudley-Janns has tried to make capital out of that. I should like to ask him, are there not other causes besides dissatisfaction with a teacher why a child should change schools; He has spoken about slander, but I think he must have been listening to slanderous reports about our schools. How else has he obtained this information which he has brought before this Court to-day; for during my term as a teacher he has never stood inside the school to see or know how they have been progressing? The school compares very favourably now with what it was during the years it was under the guidance of teachers who had the support and sympathy of Mr. Dudley-Janns, and I can appeal with confidence to my manager, Mr. M'Donald, who is present here, to the Rev. Mr. Cowden, whose children are at school with us, to the parents of the children present in this Court, to say that the school is in a satisfactory state. I can also produce the Inspector's Report which will compare favourably with any other school in Ireland similarly circumstanced.

Dec. 2. 1893.
J. M'Cloy.

2590. Lord Justice FitzGibbon.—What is your classification?—First of Second; that is all the school would allow me.

Rev. Mr. *Dudley-Janns.*—I did not intend to refer to the teacher; I have no wish to say a word that would hurt the feelings of Mr. or Mrs. M'Cloy. I have not visited the school, but I have told my reason. I have again and again entreated people to send their children to school. I make a public apology to Mr. and Mrs. M'Cloy.

Mr. *James Logan* (Carrickfergus), examined.

Stewart Dunn sat in the same meeting-house with me, and was appointed trustee. Occasionally he went to Church.

2591. Mr. *Harrison.*—I wish to read the following statement :—

"Lord Antrim is opposed to any scheme, but to allay the apprehensions of any person who may fear that he may not keep up the schools properly, he would consent to a scheme embracing the three schools (but not the playgrounds), vesting them in him and his successors, but without any Board of Control; but if this be not adopted he does not consent to any of his property being dealt with, and opposes any scheme."

I think the Antrim family will treat the schools in the future as they have done in the past.

2592. Lord Justice FitzGibbon.—We have now heard the whole case. Our Act provides that every Scheme submitted to the Lord Lieutenant shall be signed by both Judicial Commissioners, Judge O'Brien and myself. Section 23 of our Act of Parliament provides that after the holding of such an inquiry as we have held here to-day, the Judicial Commissioners shall proceed to consider the objections made to them in writing respecting the Draft Scheme, and any amendments proposed to them thereon, and then shall, if they think fit, frame a Scheme in such form as they think expedient. We have to determine whether we think fit to frame a Scheme at all, and if so, we have also to consider in what form it would be expedient to frame it. I am entirely satisfied that the whole of the land mentioned in the deed of 1825 is included in the site of these Glenarm Schools. As far as I can give a legal opinion, I am of opinion that, as that deed is in existence, and the premises have, ever since its execution, been devoted to school purposes, the property is bound by a subsisting charitable trust and no length of time can wipe out that trust under the circumstances existing here. Now that the deed, executed by Lord Antrim's predecessor, is known to exist, it would be his duty not to alienate the property or appropriate it to any other than school purposes. When the matter came before the Commissioners in 1891, Mr. M'Donald said that the deed came on him entirely by surprise. He said—"we believe the school to be the private property of Lord Antrim," and anything which Lord Antrim may have said or done is explained by the fact that he was in ignorance of the deed. Lord Antrim and his predecessors have given to the school the playgrounds, the whole of the out-offices of both the girls school and the boys school, nearly the whole of the yard, part of the building, and also the entire of the infant school, and that brings us face to face with the question whether it would be wise to frame a Scheme for this school property. My impression is that we ought not to frame a Scheme for the bit of property comprised in the deed of 1825 alone, if the result would be to injure the schools as an educational establishment. The next point is, whether we should act on what Lord Antrim has proposed as to preparing a Scheme which will operate on the whole of these schools. These Schemes are the cheapest and most effective mode of providing protection to schools. Our Act gives us power to form corporations for the government and protection of school property. If Lord Antrim could see his way to associate with himself a number of persons—even persons nominated by himself or members of his family—I would be inclined to vest the property in a body so constituted, but we cannot incorporate Lord Antrim and his successors. If at any time the heir-at-law was not carrying out the trust, it would be unsatisfactory to have property of the kind vested in a single individual. Originally Edmund M'Donnell, Anne Catherine

James Logan.

Dec. 2, 1893.
James Logan.

Countess of Antrim, and four other persons were associated in the trusteeship and management of the schools, and if in the course of a short time Lord Antrim and his advisers could put upon paper any similar proposal for the future it would be a great improvement. That brings us to the point raised by Mr. Dudley-Janns. Under the deed of 1825 I do not believe that the trustees were selected as members of any particular religious denomination. Edmund M'Donnell was the husband of Lady Antrim, and he and his wife represented the estate. The next name was that of Thomas Davison who was the agent and would also represent the property; George Halloran also is said to have been connected with the estate; and the remaining name was that of Stewart Dunn, who, whatever he was, was certainly not a bigoted Churchman, I think he was chosen more as a representative of Glenarm. We have also the minister for the time being, but there is no evidence that his powers differed in any way from those of the other five trustees. There were six, of whom he was one. As regards the Draft Scheme, I explained this morning that we are here for the purpose of considering and amending it, and having heard the evidence, I do not think it would be possible to stand over a scheme which would incorporate the Bishop of the Diocese, the Incumbent of the Parish, and two Churchwardens as *ex-officio* Governors, or that would deprive the owner of the Antrim estate of a large and even preponderating share in the management, or that would appropriate the schools to one denomination. So far as the Draft Scheme has this effect, I, for one, am not prepared to approve of it. There should be no misunderstanding as to the result of to-day's inquiry, and I would ask Mr. Harrison, within, say, the next ten days, to let us have in writing Lord Antrim's proposal to deal with the whole of the school property, including the infant school as well as the other two. If Lord Antrim will let us have that, and tell us whether he thinks a scheme should be prepared, declaring himself to be a trustee of the whole of the property for school purposes, we shall gladly consider any suggestion by which it should be vested in a body of Trustees acceptable to himself. We have no jurisdiction over Lord Antrim's property, or over the infant school; that is a matter for his own consent. Mr. Dudley-Janns has spoken in an open kindly way of all that Lord Antrim has done for this place, and he says that it never entered into his mind that his stirring in the matter would have taken Lord Antrim's assistance away from this school. But we cannot forget that until he looked it up this deed of 1825 was unknown to every person concerned, and to some extent the trust property was endangered thereby. I know nothing of your local differences, and I hope I never shall, but in hunting up this deed, and in discovering this information, Mr. Dudley-Janns has been looking after a piece of property devoted to education. I do not think that the evidence as to the religious views of Mr. Stewart Dunn was immaterial. It has satisfied me, that the original appointment of the trustees was intended to be one on which prominent representation, if not the predominant control, would rest with the owners of the estate; that some representation was given also to the people of the place, and the minister also helped to found the schools, and was given a voice in their management. The schools ought to be maintained as National Schools subject to the rules and regulations of the National Board, and this Commission will do nothing to give them an exclusive character.

SCHEME No. 198.—THE CROMKILL NATIONAL SCHOOL, CONNOR.

(Objections and Amendments).

2593. Lord Justice FitzGibbon.—It appears from the Draft Scheme that by a lease dated April 30, 1873, George Joy, as owner of certain premises at Cromkill, demised them for 999 years to the Rev. Walter Johnston, Rector of the Parish of Connor and his successors in office, subject to the yearly rent of one shilling; and the lease provided that the demised premises should continue to be used as a school for the education of the children of the Parish of Connor, and that, if they should cease to be so used, the demise should become void. The Cromkill School is stated to have been used as a Sunday School for the Church people, and also for a National School. We have received two objections to the Draft Scheme. I will read them, as there must be some misconception about the facts. The preparation of the Draft Scheme was entrusted to Rev. Dr. Wilson and Dr. Traill, and upon the information before them, they entirely agreed, believing that the settlement they came to was a proper one. The first objection is signed by seven gentlemen. It is as follows:—

"Having received copies of Draft Scheme No. 198, County of Antrim: The Cromkill National School, Connor, and seeing that our names are put on the first representative Committee, we hasten to inform you that we will not act thereon, and that you will be good enough to immediately strike off our names. Not only will we not act, but we will do all in our power to prevent the alienation of property which belongs to us as Presbyterians, and the unjust and illegal handing of it over to an Episcopal Board. We have been in possession of the premises for generations. We never paid a farthing of rent; we built and rebuilt the schoolhouse with our own—totally Presbyterian money—and we will not part with it unless overcome by physical science'

That is rather strong, but there must be some mistake in saying that "an Episcopal Board" was proposed. We have appointed this sitting to hear evidence as to the property. The lease provides that it is to be used as a school, and the sole trustee is the Rev. Walter Johnston, who, I understand, is now in New Zealand. I would advise that a Scheme should be secured that will vest the property in trustees for school purposes. If a schoolmaster were now to put the School Committee at defiance, unless they could prove title, he could not be put out, unless the objectors could overcome him by the "physical force" with which they threaten us.

2594. Rev. Mr. *Gibson* (Broughshane).—Was there not another document from the members of Committee and others?

Lord Justice FitzGibbon.—Yes; this is the second objection:—

"We, the undersigned Members of Committee of Cromkill National School, County Antrim, and inhabitants of townland and district, hereby protest against the Draft Scheme for the future government and management of said school for the following reasons:—(1) The school was built by a Presbyterian Committee, and the money was subscribed by Presbyterians. (2) The school has been managed, and is now managed by a Presbyterian Committee. (3) The school is situated in a Presbyterian district. There are no Episcopalian children in attendance. For these and other reasons we strongly object and protest against the school being placed under the jurisdiction of the 'Down, Connor, and Dromore Diocesan Board of Education.'"

Here again, there is some mistake: that Board is not mentioned in the Draft Scheme from beginning to end. The two Assistant Commissioners who prepared it agreed to form a Committee in which the Presbyterians should have an overwhelming majority, and I understand that, under the Draft Scheme, the governing body will consist of 9 Presbyterians to 4 Episcopalians. We desire to create you a fully representative local Committee, and we are only anxious to get the property secured, for it is not secured at present.

2595. Rev. *Thos. Eaton* (Kells).—From what has fallen from you, and I have no doubt you are speaking as you have been informed, you are under the same impression as the two gentlemen who drew up the Scheme, that there is an Episcopalian element in the neighbourhood and that they have had in the past some connexion with the school. You stated that the Episcopalians of the district were accustomed to hold a Sabbath School in this school. We are prepared to prove, that there never was in the memory of living man, an Episcopal School in any shape or form held in that school. If the gentlemen who drew up the Scheme believed that. I can understand them giving the Episcopalians some representation. The late rector of the parish of Connor, the Rev. Walter Johnston, never gave a penny of endowment to this school, and no Episcopalian has in any shape or form given to it.

2596. Dr. TRAILL.—Is there not a list of subscriptions in which £40 is the sum put down for the Rev. Walter Johnston?

Mr. *Eaton*.—If any man or woman has put a statement before you that any Episcopalian contributed forty pence, I hold they are bound to appear here and prove that.

2597. Dr. TRAILL.—When you say of your own knowledge that no person except Presbyterians contributed, you are bound I think to prove that.

Mr. *Eaton*.—We are prepared to prove that, though the Rev. Walter Johnston is in New Zealand, there was plenty of time to have had a letter from him saying that he had subscribed to the school. We most emphatically contradict that, and have evidence to prove the contrary. We have one old man whom we cannot bring so far, but we will send in his affidavit if you like. His memory goes back to 1816, to the opening of the school. We are prepared to submit to you the following facts:—first that the school is, and always has been under Presbyterian management; second, that the schoolhouse was built, rebuilt, and kept in repair, and the school carried on wholly by money derived from Presbyterian sources so far as private funds were necessary; third, that from its first commencement in 1816 till the present moment, there never has been one penny of rent paid for it; fourth, there is no evidence, oral or written, to show that any Episcopalian ever had part or lot in the management of the Cromkill School, or ever contributed to its funds; fifth, that notwithstanding anything to the contrary, 77 years continuous and unbroken possession or occupancy, free of all rent and taxes, bars the right of any other claimant or claimants.

2598. Dr. TRAILL.—If you prove all that, we will give you a Presbyterian scheme pure and simple.

Mr. *Eaton*.—We can prove all that; we want to deal with facts and not to make speeches.

2599. Rev. Dr. WILSON.—It was stated to us that the rector had contributed £40, and that he also conducted a Sunday School there. I knew it was a Presbyterian locality, and Dr. Traill and I unanimously gave you an overwhelming majority; but if £40 were paid by the Rev. Walter Johnston, rector of the parish, and a Sunday School were conducted there by him, we hold the Episcopalians had a right to a share in the control of the school. If you prove the points you have mentioned, we will give you a Presbyterian scheme pure and simple.

Mr. *Eaton*.—There is only one Episcopalian in the whole neighbourhood.

2600. Lord Justice FITZGIBBON.—Can you tell me anything about Mr. Joy?

Mr. *Eaton*.—I believe in 1808 the Joy family bought a portion of the Craigbilly estate. They held it to 1873, and it is alleged that when Mr. Joy was about to sell it out in 1873, this lease was made. We only heard of this lease lately. Mr. Joy sold his property in 1873 to Major Gray. I applied to Major Gray's lawyers, and they know nothing whatever of any lease with a shilling a year of rent.

Robert Andrews sworn and examined.

Robert Andrews.

2601. Rev. Mr. *Eaton*.—How long have you been manager of this school?—Since my brother died in 1882, and my brother was manager from about 1871. That was after my father's death.

2602. Who was manager before your brother?—My father; he was manager, and got it under the National Board, I think in 1851. I get that from the records in the book.

2603. How long has the management been in your family?—Ever since that.

2604. How long have you known this school?—Since I was a child.

2605. You are correspondent?—I am manager, appointed by the Committee.

2606. During all your time, did you ever know of an Episcopal Sunday School being conducted in it?—No.

2607. Dr. TRAILL.—Or a Sunday service?

Witness.—No; I never knew of Mr. Johnston, the Incumbent, ever being in it in any shape or form. I never knew Mr. Johnston to visit the school Canon FitzGerald gave us three services. He came and offered his services.

2608. Dr. TRAILL.—Sunday services?

Witness.—Week-day services.

2609. Lord Justice FITZGIBBON.—To whom did he apply?

Witness.—It was to me.

2610. Lord Justice FITZGIBBON.—When did you first hear of the lease?

Witness.—When Canon FitzGerald came he asserted there was a lease. There are no Episcopalians in our townland. We are managers of the Cromkill school, and nobody has ever interfered before.

2611. Rev. Mr. *Eaton*.—This is the school for this district of the parish, and we hold that the lease is not binding in any shape or form. (To *witness*) Do you remember this school being re-built?—I do, in 1860.

2612. By whom was it re-built?—By the Committee.

2613. Who disbursed the whole money?—Thomas M'Niece.

2614. Dr. TRAILL.—Do you mean that the Committee spent the money out of their own pockets?

Witness.—No; we had soirees to raise money, and we lifted subscriptions.

2615. Dr. TRAILL.—Did you ask subscriptions from any but Presbyterians?

2616. I know nothing about the collecting of the money. I was only a boy at the time.

2617. As a matter of fact, had Mr. Johnston or any Episcopalian anything to do with the collecting of the money, or the rebuilding of the school?—Nothing.

2618. Dr. TRAILL—Have you any list of the subscribers?

Witness.—I do not know.

2619. Dr. TRAILL.—Would you not have a list if there were large subscribers?

Witness.—There were no large subscribers. It is a small school, thirty feet long.

2620. Dr. TRAILL.—Have you any entries in the books of the Committee?

Rev. Mr. *Eaton*.—I question whether there were any books kept. It is entirely a Presbyterian endowment.

2621. Lord Justice FITZGIBBON.—According to

Dec. 2. 1893.

Robert Andrews.

your own account nobody was ever put on the Committee because he was a Presbyterian. Would it not be better to allow the Committee to remain as it is, a voluntary committee.

2622. Dr. TRAILL.—Won't the parents of the children put on a portion.

Lord Justice FITZGIBBON.—Of the nine, suppose five were co-opted and four elected by the parents of the children.

Rev. Mr. *Eaton*.—We object to the Rector of Connor having any power over the school.

2623. Lord Justice FITZGIBBON.—I do not think any one should go by virtue of his office.

Rev. Mr. *Eaton*.—I do not claim any right.

Thomas Hanna sworn and examined.

Thomas Hanna

2624. Rev. Mr. *Eaton*.—How long do you know this school?—For over forty years I remember the school being rebuilt.

2625. Who paid the money in the first instance?—Thomas M'Niece.

2626. He was an old member of the Committee?—A member of the Committee about eighty-six years of age.

2627. How was the money raised?—A neighbouring man along with me lifted the greatest part of it.

2628. How much did it cost?—I think it ran the height of £100.

2629. Lord Justice FITZGIBBON.—Did you know the Rev. Mr. Johnston?

Witness.—Yes.

2630.—Do you remember his having anything to do with the school?—I don't think he was ever inside of it.

2631. Rev. Mr. *Eaton*.—How did he get the lease of it?

Witness.—Mr. Joy was selling the townland, and he was afraid of a Roman Catholic buying Cromkill, and accordingly he gave the Rev. Walter Johnston a lease for the school.

2632. This lease was given because he was afraid a Roman Catholic would buy it?—Yes.

2633. Lord Justice FITZGIBBON.—When did you first hear about Mr. Joy being afraid a Roman Catholic would buy it?

Witness.—It is a good many years ago.

2634. Dr. TRAILL.—Is it twenty years ago?

Witness.—No.

2635. Lord Justice FITZGIBBON.—Do you remember Mr. Joy selling the property?

Witness.—Yes.

2636. Was it then you heard of the fear of a Roman Catholic buying the school?—No; since then.

2637. How long ago?—About twelve years.

2638. Who did you hear it from?—The voice of the country.

2639. Rev. *Mr. Eaton*.—Did you ever know of an Episcopalian giving a subscription to the school?—Never.

2640. You have been on the Committee for the last forty years?—Yes.

2641. Did you ever hear of the Rev. Walter Johnston, Rector of Connor, giving the enormous subscription of £40?—Never.

2642. Dr. TRAILL.—Did you ask the Rev. Walter Johnston for money when you were going round?—I do not believe he was in the parish at the time of the building.

2643. Lord Justice FITZGIBBON.—Mr. Joy was going to sell the property and he gave this lease to secure it for school purposes.

Rev. *Mr. Eaton*.—Mr. Joy said he was afraid some Roman Catholics might buy the property and I suppose cut out the Protestant community. It was certainly very thoughtful of him, but we hold notwithstanding all that, that having been seventy-seven years in genuine occupancy no one has a right to take it from us.

2644. Lord Justice FITZGIBBON.—Let us recite in the Scheme that this lease was made in 1873, but that for seventy-seven years the school has been always managed and kept in repairs by a Committee, and that it was re-built in 1860 by them, let the present Committee be the first governing body, and whenever there is a vacancy amongst them they can fill it up by co-option. Vest the property in them, and all be well.

Rev. *Mr. Eaton*.—If you do that we will be thoroughly satisfied.

2645. Lord Justice FITZGIBBON.—Would it be better to let the Committee always co-opt, or let a portion be chosen by the parents of the children.

Rev. *Mr. Eaton*.—If you make the present Committee the corporation we are quite satisfied.

2646. Rev. *Mr. Gibson* (Broughshane).—I do not wish to say anything if these suggestions are to be agreed to, but if there is a probability of this Draft Scheme remaining, I would claim the right to say a few words.

2647. Lord Justice FITZGIBBON.—I would rather let the management of the school go on as it has been doing.

Rev. *Mr. Gibson*.—If this is agreeable to all I have no right to say anything..

2648. Dr. TRAILL.—Have you a Presbyterian Scheme?

Rev. *Mr. Gibson*.—We have; in connexion with the Ballymena Presbytery.

2649. Lord Justice FITZGIBBON.—We want the names and addresses of the present Committee: send them up to us immediately, if you please, and we will revise the Scheme as we have indicated. No one appears to sustain the statements on which the Draft Scheme was based, but I am satisfied that the lease was made for the purpose of giving the property for the school as it had been carried on for many years before.

This concluded the inquiry.

Dec. 9, 1893

PUBLIC SITTING.—SATURDAY, DECEMBER 9, 1893.

Present:—The Right Hon. Lord Justice FitzGibbon, Judicial Commissioner; and Right Rev. Gerald Molloy, D.D., D.Sc., Anthony Traill, Esq., LL.D., M.D., F.T.C.D., Rev. H. B. Wilson, D.D., Assistant Commissioners.

N. D. Murphy, Esq., M.A., Secretary, and F. Redmond, Esq., B.A., Assistant Secretary, were in attendance.

SCHEME No. 209—THE PAROCHIAL SCHOOLS OF THE DIOCESE OF MEATH, AND OTHER ENDOWMENTS INCLUDING THE ARDKEENAN ENDOWMENT.

Objections and Amendments.

J. H. Campbell, Esq., Q.C. (instructed by Messrs. *Dix and Sons*), appeared on behalf of the Incumbent and Select Vestry of St. Peter's, Athlone; Rev. *R. S. D. Campbell*, D.D., Incumbent of St. Mary's, appeared in person. The following persons were also present:—Rev. *Canon Keene*, M.A., *Jos. Vaughan*, *Robert Baile*, B.A.

2650. Lord Justice FitzGibbon.—This sitting is held to consider any objections and amendments to draft Schemes that have been published. The responsibility for any decision that may be arrived at to-day rests entirely on the Judicial Commissioners, though we have always asked the Assistant Commissioners to give us their advice, and, as assessors, to help us in coming to a conclusion. Mr. Justice O'Brien is engaged in Cork, but I have no reason to apprehend any difference of opinion between him and me upon any of the matters that will come before us to-day. If any such difference should arise, our Act is so framed that no mischief can result, because, if we disagree, things must remain as they are.

There are two Schemes in the list to-day, and I will shortly state, in each case, what the point is. The first, Scheme No. 209, proposes to make a change in the provisions affecting one Endowment, which is included in the Scheme long since passed for the Diocese of Meath. The case is interesting, for notwithstanding the great number of endowments with which we have had to deal, and the fact that nobody is infallible, this is one of the only two cases in which, after a Scheme has passed, we have received a communication to the effect that we had made a mistake. Of course we don't satisfy everybody in our dealings with property, but when we dissatisfy them it is not by mistake, except in this case and one other, which has yet to be dealt with. When the Meath Diocesan Scheme was before us, the promoters were represented by Canon Keene. Every Endowment that was included was treated as exclusively belonging to the Church of Ireland, and no property was included except by virtue of a consent from the governing body. Possibly, if the matter were strictly looked into, there are some endowments in the Scheme over which we might have exercised compulsory powers, but wherever we have found endowments administered exclusively by persons of one denomination, and under trusts apparently for the benefit of that denomination, we have only acted on consent. The endowment as to which the question has now arisen is known as the Ardkeenan Endowment. It was founded on June 9, 1705, when William Handcock granted certain lands, of which a part is now represented by a sum of Government Stock, to the minister and churchwardens of "the Parish of Athlone," upon certain trusts for the benefit of poor widows and decayed householders of the parish of Athlone and of the Protestant religion. It now turns out that there are two parishes each of which includes a portion of the town of Athlone. The parish of St. Mary, Athlone, is at one side of the Shannon, and in the Diocese of Meath, and the parish of St. Peter, Athlone, is at the other side of the river, and in the Diocese of Elphin. It is rather unfortunate that the Elphin people to some extent contributed to the alleged mistake by the course which they themselves pursued. They applied to us for a Scheme for the endowments belonging to their diocese; a Draft Scheme was published, and if it had been proceeded with, we should have got from that diocese the same sort of information which we got from Canon Keene as to Meath; but, for some reason best known to themselves, the Elphin Diocesan Council withdrew the application for a Scheme, and not only in this instance, but in another remarkable instance, thereby left themselves without anybody to look after their educational endowments. They have, in another case, obliged us to form a distinct body to administer an Endowment which we should have vested in a Diocesan body if formed.

The Meath Scheme went on, and with regard to the Ardkeenan Endowment we had a long correspondence, and got the particulars, through the Meath people, but we never heard of any question as to what "the parish of Athlone" was, and it was never indicated that any other parish than that of St. Mary, Athlone, was interested in the Ardkeenan Endowment. The result was that we treated it as an exclusively Meath Endowment; the Scheme passed us, it passed the Lord Lieutenant, it became law, and the St. Peter's people never heard of it. If they had been in the same diocese, this would not have happened, because each draft diocesan Scheme is sent to every clergyman, and notice is given to every other person that we can hear of, that seems likely to have any interest in the matter. The advertisements do not appear to have been noticed, and thus the misunderstanding has arisen. The Scheme vested the property in the Meath Diocesan Board, and it rightly enough declared that it was to be held upon trust for the benefit of poor widows and decayed householders in the parish of Athlone, of the Protestant religion. But it also provided that the income thereof might be applied from time to time by the Incumbent and Churchwardens of the said parish for the benefit of the widows and householders aforesaid, or that, with the consent of the Incumbent and Select Vestry, it might be applied by the Board for any of the educational purposes of the Scheme. It is obvious that "the parish of Athlone" is an ambiguous term, and if we do not amend it, the Board may have to go to Chancery to find out what "the parish of Athlone" means.

Well, the shoe soon began to pinch, because, shortly after the Scheme became law, the Incumbent and Select Vestry of the Parish of St. Mary, Athlone, stopped making any payment except for purposes connected with their own parish, and immediately we received from the parish of St. Peter, Athlone, a communication to the effect that for 70 years one-third of the income had been regularly applied for the benefit of their poor, and that the endowment had not been applied exclusively for the benefit of the parish of St. Mary, but two-thirds for the parish of St. Mary, and one-third for the parish of St. Peter. They called upon us to rectify what they regarded as an injustice, which, they truly stated in their letter, they understood we had done in ignorance. They also say, in one of their letters.

"A resolution has lately been passed by the Meath Board of Religious Education, in whom the property is vested, to ask the Educational Endowments Commissioners, if they will be pleased kindly to revise their Scheme relating to the Ardkeenan endowment for the poor of Athlone, so as to allow the parish of St Peter's, Athlone, to continue to receive one-third of that charity for their poor as they have done for the last seventy years. As the fact that it had been so long usual

Dec. 9, 1893.

to pay this one-third to St. Peter's parish was concealed from the Commissioners in forming the present Scheme."

That letter is signed by the Incumbent of the parish of St. Peter, the Rev. George M'Clenaghan. We thought that we ought to give an opportunity of reconsidering the matter, and, in order to have the matter finally settled, we published the Draft Amending Scheme which we are to consider to-day. The Draft Scheme recites the deed of foundation, it recites that the property was given, as I believe it was, to the minister and churchwardens of the parish of St. Mary, Athlone, to hold upon trust for the benefit of the poor widows and decayed householders of "the parish of Athlone," of the Protestant religion; it then recites, and it is to be discussed to-day whether this is correct, that the town of Athlone was partly in the parish of St. Mary, and partly in the parish of St. Peter, and that questions arose as to the objects of the charity; that by arrangement between the minister and churchwardens of the parish of St. Mary and the minister of the parish of St. Peter the net income, for many years before the date of the Original Scheme, was divided, and two-thirds were retained and applied by the minister and churchwardens for the benefit of the widows and householders of the parish of St. Mary, and the remaining one-third was paid over to the minister of the parish of St. Peter, to be by him applied for the benefit of such widows and householders as aforesaid. We then recite the Original Scheme, and also that which is undoubtedly the fact, namely, that when framing it, we were not aware of the questions which have since arisen, nor of the fact that a portion of the income had been paid to St. Peter's parish, and that, since the date of the Scheme, the whole of the net income has been paid by the new Meath Board to the Incumbent of St. Mary's, and has been applied for the benefit of that parish. We then recite that it is just and expedient to amend the Original Scheme for the purpose of securing the benefit of a portion of the Endowment, as formerly, for the parish of St. Peter. We then propose to enact that the Meath Diocesan Board shall hold this endowment upon trust to pay two-thirds of the income, as if the amending Scheme had not passed, and to pay the remaining one-third, for the year 1893, and every subsequent year—we don't propose to go back on what has been done—to the Incumbent of St. Peter's, so long as he shall apply for it, and shall certify that it is required and can be applied for the benefit of poor widows and decayed householders of that parish of the Protestant religion, and he must, before receiving any subsequent payment, furnish an account of how he has disposed of what he has already got. If he fails to make this application, that is, in other words, if the objects of the original trust should not exhaust the money, we then propose that the Board may apply the money for such of the educational or non-educational purposes of the original Scheme, relating to the poor of Athlone, or any part thereof, as the Board shall think fit.

We have received an objection to this Draft Amending Scheme which raises the point which is now to be decided; it is from the Parish of St. Mary, the people in possession, so to speak; they protest against being deprived of what they have got, and they go on to say that, if so deprived, they will withdraw their consent to the Original Scheme. They might as well threaten to withdraw their consent to the Act of Union, so far as that is concerned. If the property is theirs, we shall be happy to leave it with them, but if it is not theirs, while I am sure they would be the last people to keep what does not belong to them, we must rectify our mistake. Accordingly, the real question is whether it is the fact, that the endowment belongs to both parishes. If it be the fact that for seventy years this money was divided, there are two possible explanations, either of which might account for what took place. "The parish of Athlone" is manifestly now an ambiguous expression. If, in the deed, "the parish of Athlone" meant a parish that then existed, and if 188 years ago the present parishes of St. Peter and St. Mary were both included in a parish then known as the parish of St. Mary, Athlone, or "the parish of Athlone," unquestionably, if a division afterwards took place, the charity would be divisible also; the ambit of a charity cannot be restricted by any subsequent ecclesiastical division, and therefore an arrangement seventy years old would be accounted for if there was a division of the parish. The property would remain vested in the trustees of the original parish, and the benefit of the trust would exist to the new parish that had been formed out of it. Another way of accounting for it might have been that, though there was an ancient parish of St. Peter, and an ancient parish of St. Mary, and both were in Athlone, the deed was inaccurate in speaking of the parish of Athlone. That would raise at once the question which we have to discuss to-day, but there is a good old principle of law, that if you find a thing done for a great number of years, you should presume, if you can, a lawful origin for what has lasted so long. And if the question did arise long ago, and if the people of the day had been wise, as I hope the people of this day are, in avoiding litigation, and had come to an agreement on the matter, by way of compromise, that agreement sanctioned by length of time, would now be binding. That is the whole case, and we may confine ourselves, I think, to a very narrow point. We want to know what are the rights of the parties, and if the parish of St. Peter really has a property in this, I am sure the Rev. Dr. Campbell will be persuaded by Mr. Campbell, Q.C., that he ought not to try to keep what is not his; if, on the other hand, he can show us that it was by pure benevolence on the part of St. Mary, that St. Peter's got anything——

Mr. *J. H. Campbell*, Q.C.—If he does I will have nothing to say?

2651. Lord Justice FitzGibbon.—We ought to hear the Rev. Dr. Campbell, who is the objector, first.

Rev. *R. S. D. Campbell*, D.D.—I want to put the matter as shortly as I can, and, first, I hope that the point about the possibility of our withdrawing from this Scheme is not considered settled, because, when this correspondence first began, we raised the question of this fund being left in the old hands, and I have here a letter from your Secretary, which says "that the administration of the revenue derived from the endowment, can be left as at present in the hands of the parochial authorities."

2652. Lord Justice FitzGibbon.—We are perfectly ready to act on that, but the question is whether the administration is bound by a trust for St. Peter's; if so, we are not altering it by declaring the trust.

Dr. *Campbell*.—That is not the question at all that arises in this case, we have never disputed that the people residing in what you now call the parish of St. Peter, have rights as regards this fund. I have never disputed that.

2653. Lord Justice FitzGibbon.—But you have taken the money away from them.

Dr. *Campbell*.—That may be true in one aspect of the question, but allow me to put the case from my point of view. When we say we wish to administer the fund under your Scheme, we say we are administering it for the benefit of both parishes. As a matter of fact how has the money been expended and how do we propose to expend any portion of it. If you have read the correspondence, which I have had the trouble of writing in this matter—it was a great trouble indeed—you will see that we have never proposed to absolutely take this from St. Peter's: what we propose is that we shall continue the administration of it under your Scheme, and whatever other benefits we derived from it they should derive like benefits in whatever direction the money shall be applied. Now I will show you how we work that out. St. Peter's parish has no parochial school, it sends to our schme more than one-third of its numbers. This School permits the application of the fund for educational purposes, and strictly to that purpose has the fund

been applied. Our poor have suffered as the poor of St. Peter's have suffered, neither more nor less; we have administered the fund strictly under the Scheme, applying it to educational purposes, and as the correspondence will show, we propose to do that in the future either as regards the poor or education. I have expressed more than once to the authorities in the parish that we are prepared to receive any claims from St. Peter's parish, on the question of the poor, and to consider and deal with them on their merits. But we say that, as trustees of this fund, we cannot part with that trust, and we wish to retain the administration of it in our own hands. Now I will go into the history of the case, and I will read the condition of things in 1782 from our Vestry book. As a matter of fact, when this fund was founded St. Peter's was a derelict parish, there was neither clergyman or church.

2654. Monsignor MOLLOY.—Was there a parish?

Dr. *Campbell.*—Nominally it may have been a parish; there was an old St. Peter's monastery, and the monastery being closed or abolished, I presume, the thing had been left derelict. Subsequently, on the ruins of St. Peter's monastery, a church was built about 1800, but previous to that, and at the date of the formation of this endowment, there was no church of St. Peter's at all.

2655. Monsignor MOLLOY.—Then the parish of Athlone would have meant the entire town?

Dr. *Campbell.*—Undoubtedly, it covered the whole ground, and that is quite obvious from the records, which are very complete, concerning this parish. Take the year 1782, here is a record in the Vestry book of "the parish of Athlone," and it is called the parish of Athlone to this day. "The seat in the gallery commonly called 'the officers seat'"—the officers live on St. Peter's side, any who died there were buried in Athlone, and they had their seat in the only church in the town—"built for the parish for the use of the officers . . . . it is further agreed that when a church shall be built in the parish of St. Peter's, Athlone, and a seat therein provided for the Army Officers, then their seat in the gallery shall cease and become the property of William Fox." When this fund was granted, William Handcock was Sovereign of Athlone, it was then a Corporation, he endowed this parish with this amount of money, and he also endowed a school which is still existing, and it is to the support of that school that the funds have been applied by us in connection with your Scheme, so that really we have been carrying out one of the objects of William Handcock.

2656. Lord Justice FITZGIBBON.—He gave a rent-charge of £20 a year which is payable still, for the Schools of St. Mary's parish, and you quite rightly get the whole of that under the Scheme, because yours was the only schools in existence at the date of the deed.

Dr. *Campbell.*—"At the vestry of the Church of Athlone, St. Mary's parish, on Tuesday, 11th April, 1780, it was agreed by the Protestant parishioners present that the lands of Ardkeenan, belonging to the parish of St. Mary's and St. Peter's, be immediately surveyed, a return of which to be given in on Tuesday."

2657. Lord Justice FITZGIBBON.—That shows that in 1780 the area and property of St. Peter's parish were treated by the vestry of St. Mary's as being under their jurisdiction?

Dr. *Campbell.*—Undoubtedly.

2658. Lord Justice FITZGIBBON.—And they would remain so until the division.

Dr. *Campbell.*—Persistently from that day to this. There is no evidence of any agreement between any persons, and there is no evidence whatever for the statement in your Scheme, of any "arrangement between the minister and churchwardens," but the evidence is all the other way. "At a vestry held in the parish church of St. Mary's, Athlone, Wednesday, 14th June, 1780, it is agreed . . . with the consent of the Rev. Dean Handcock and Gustavus Temple"—the deed provides that Dean Handcock, who then represented the founder, and the representatives for all time to come of the Handcock family, are to have a voice in the settlement of who shall take part in this charity, and, if necessary, I will raise the point that consent never was given—"that the persons in the ensuing list specified shall be the persons to receive the half yearly payments as they shall become due out of the lands of Ardkeenan, and that no alteration shall be made in the said lists but by an act of the vestry with the consent of the said John Handcock and Gustavus Temple." From that day to this, if you like to go through the accounts, which I have here, I can show that the sums were administered by the churchwardens and select vestry of Athlone.

2659. Lord Justice FITZGIBBON.—Read us the first entry where it appears that any portion of the money was given to St. Peter's?

Dr. *Campbell.*—It appears from the very first.

2660. Monsignor MOLLOY.—A definite proportion?

Dr. *Campbell.*—Not a definite proportion.

2661. Monsignor MOLLOY.—Have you any evidence of a definite proportion?

Dr. *Campbell.*—Not until Mr. Moffatt's time, fifty years ago.

2662. Monsignor MOLLOY.—Perhaps you will read us the first entry in which any defined proportion is allotted?

Dr. *Campbell.*—I am afraid this book does not come down to Mr. Moffatt's time, it is Dr. Sterling's. The proportions varied, I think the Scheme is a foolish Scheme, if I may be allowed to say so with all respect, because it is quite possible that the poor parishioners in St. Mary's parish may diminish, and they may increase in St. Peter's, and you make a hard and fast rule. What I am prepared to accept, and I think it is reasonable, is, that as the administration of this fund has been in the hands of the parish of St. Mary from the beginning, they are prepared to retain the application of it, and to deal justly and fairly by it, and any advantage derived by the parish of St. Mary shall be in like proportion shared by the parish of St. Peter, but they object *in toto* to having their trust destroyed and their control over it diminished. If the Scheme even proposed that in future the minister of St. Peter's should submit the list of poor persons in his parish that he thinks deserving of help to the minister and churchwardens of St. Mary's, I am quite sure St. Mary's would consider everything reasonably, and in that way the difficulty might be avoided. Here is the poor list from 1780, and there is no discrimination at all.

2663. Lord Justice FITZGIBBON.—There could not be then.

Dr. *Campbell.*—Why?

2664. Lord Justice FITZGIBBON.—Because, as I understand, it was only when there was a new clergyman and church for St. Peter's that the question arose at all.

Dr. *Campbell.*—The division of the town existed.

2665. Monsignor MOLLOY.—But the allegation is, that the fixed division into two-thirds and one-third was made about seventy years ago, and the evidence you are giving now is all behind that seventy years.

Lord Justice FITZGIBBON.—What you have read goes to show that the poor inhabitants of the part of the world that is now known as St. Peter's, Athlone, were *cestui que trusts* of the minister and churchwardens of St. Mary's before St. Peter's was constituted into a distinct parish.

Dr. *Campbell.*—It shows how completely the thing was in the hands of the minister and churchwardens.

2666. Lord Justice FITZGIBBON.—When there was no one else to manage it?

Monsignor MOLLOY.—They were the minister and churchwardens of the parish of Athlone mentioned in the will, but now we have two parishes of Athlone, St. Mary's and St. Peter's, and a fixed distribution of the fund.

Dr. *Campbell.*—That is an error.

2667. Lord Justice FITZGIBBON.—That is just what we want to come to.

Dr. *Campbell.*—I think my friend Mr. Campbell ought to prove that.

2668. Lord Justice FITZGIBBON.—What you have

Dec. 9, 1893.

shown us now is very important, as bearing on the legal position, and I would hold, on what you have read, that any poor widow or decayed householder who lived in the parish of St. Peter at that time had just as much right to this money as a poor widow or decayed householder living at the other side of the Shannon in St. Mary's.

Dr. *Campbell.*—I never raised that.

2669. Lord Justice FitzGibbon.—That makes you trustees for them.

Dr. *Campbell.*—Quite so.

2670. Lord Justice FitzGibbon.—And you are still trustees.

Dr. *Campbell.*—Quite so.

2671. Lord Justice FitzGibbon.—When you speak then of our taking the administration of the fund out of your hands, don't misunderstand us as desiring in any way to take out of your hands any lawful power of administration, but you cannot lawfully administer this fund for the exclusive benefit of St. Mary's, if it belongs partly to St. Peter's.

Dr. *Campbell.*—We don't propose to do so, it is a slander to say so.

2672. Lord Justice FitzGibbon.—You consider it for the benefit of St. Peter's to apply the whole of the money to the School of St. Mary's.

Dr. *Campbell.*—Oh, no—be fair! I only ask fair play. We are educating in St. Mary's school one-third of those coming from St. Peter's parish, and the worst paying one-third; we don't get one penny subscription from St. Peter's to keep that school up.

Lord Justice FitzGibbon.—There again you get off the rails, if I may say so, with all respect. Handcock's trust is for poor widows and decayed householders, and it is only by virtue of this Scheme of ours that money really held in trust for poor widows and decayed householders can be applied to schools. We are bound by the law like anybody else, and every Scheme of ours that allows money to be transferred in that way, must rest on the fact that there are none of the original objects available.

2673. Dr. Traill.—You used a very curious expression just now; you said "our poor have suffered as much as theirs," which would seem to imply that you have broken through your duty to your own poor in administering the fund.

Dr. *Campbell.*—I don't think we have broken through any trust; but how much have their poor suffered?

Mr. *Campbell,* Q.C.—To the tune of £16 a year.

Dr. *Campbell.*—These people have not dealt with this fund as they ought to, they have mixed it up with their parish funds; we can show a clear account of how we have dealt with the fund.

2674. Lord Justice FitzGibbon.—We propose to guard against that in the future.

Mr. *Campbell,* Q.C.—I cannot allow that statement to pass without contradiction.

2675. Lord Justice FitzGibbon.—One at a time! We wish to provide that St. Peter's parish shall not get any of this money except for widows and decayed householders; if they want it for that purpose, neither you or anybody else can refuse it to them.

Dr. *Campbell.*—If they satisfy us that these cases are necessitous cases, I have not the slightest objection to that.

2676. Dr. Traill.—That is the scheme.

Dr. *Campbell.*—No, it is not.

2677. Lord Justice FitzGibbon.—You claim the right of determining whether the decayed widows or householders of St. Peter's are or are not to get it. Why are the rights of the poor of St. Peter's parish to rest with the board of another diocese, and with the clergyman and select vestry of an adjoining parish?

Dr. *Campbell.*—Because they are the original trustees.

2678. Lord Justice FitzGibbon.—They are not the original trustees, because the churchwardens of the present day do not represent the churchwardens of the past.

Dr. *Campbell.*—I believe, as a matter of fact, if there is any owner at all, I am the owner myself. The tenants have acknowledged me as landlord and paid me rent.

Lord Justice FitzGibbon.—The Representative Church Body are more probably the owners, you are not a corporation.

2679. Dr. Traill.—Were you incumbent at the time of disestablishment?

Dr. *Campbell.*—No, but since I came into office I have got rent paid me by these people.

2680. Lord Justice FitzGibbon.—If you had to sue them, I may tell you that they would be likely enough to nonsuit you.

Dr. *Campbell.*—It seems an unreasonable thing to expect a body which meets in Dublin, to find out the necessities of the poor of St. Peter's, Athlone. It will be, no doubt, like many other things, a purely formal investigation; the people who are on the spot as honest people are quite capable of judging whether or not there are in St. Peter's necessitous people. We are quite prepared to give not one-third, but the whole fund, if they can establish that their poor are more necessitous than ours, but we are quite capable of administering the fund.

Dr. Traill.—Is it not always a ticklish business between the clergymen of two parishes for one to interfere and point out who are the poor of the other parish? I don't think there is anything in the world that clergymen are so particular about. You would not like the clergyman of any adjoining parish to come in and say to you—"Those persons whom you have named as objects of the charity are not proper persons to receive it."

2681. Lord Justice FitzGibbon.—You ought to see the law of the matter. I cannot see, on the statement you have now made, what defence there could have been, when St. Peter's was turned into a separate operative parish, with ministers and churchwardens of its own, to a suit praying that the trust should be administered by dividing the property between the minister and churchwardens of the old parish, and the minister and churchwardens of the new one. It would have been a matter of course to have made a division into shares corresponding to the demands. What probably happened was, that instead of spending their money in Chancery, they came to some understanding. We have heard your view of it, and we ought now to hear from Mr. Campbell what evidence he relies on to show that there was a division, if there was a division—a lawful origin for it is presumable.

Mr. *Campbell,* Q.C.—We put this matter on behalf of St. Peter's parish in this way. First, I really cannot follow Dr. Campbell in his objection that the Meath Diocesan Board are not to administer this fund, because that part of the original scheme was introduced at his request, and he has never quarrelled with it.

2682. Lord Justice FitzGibbon.—The object of that is obvious; ministers and churchwardens are no longer legally constituted trustees, and the main object of these Diocesan Schemes was to create lawful bodies, corresponding to the old ministers and churchwardens, who are nothing but trustees.

Mr. *Campbell,* Q.C.—And they were so made trustees by the original scheme which Dr. Campbell accepted and was glad to get

Dr. *Campbell.*—Yes; but I consented to that on the strength of your secretary's letter that the administration of the fund should be left in the old hands.

2683. Lord Justice FitzGibbon.—So it is by the original scheme. "The income thereof may be applied from time to time by the incumbent and churchwardens of the said parish for the benefit of the widows and householders aforesaid." All that the Board can do is to sue the tenants to recover the rents, to pay any expenses there are, and to hand over the net income to the proper *cestuis que trust;* but the fact was overlooked that the Incumbent and Churchwardens of St. Mary's were themselves trustees, not only for their own poor, but also for the poor on the other side of the river.

Mr. *Campbell*, Q.C.—I am sorry my friend has not brought the records for the last seventy years, but we will be able to give you affirmative evidence without them. But, knowing that this point was directly raised, and was the foundation of the amending scheme—namely, that there had been an arrangement seventy years ago universally and consistently acted on ever since—I think it is most unfortunate my friend did not bring the records here.

Dr. *Campbell*.—You did not ask for them. I see I have one as late as 1818 that exactly bears out what I have said, that there was never any exact division. "Dr. Strain received the other half for the poor of his parish."

2684. Lord Justice FitzGibbon.—This is a very important entry—"A list of poor people that receives the Ardkeenan money, 1818:—Robert Butler, Catherine Turner, Margaret Creagh, &c." Each of them gets 15*s*., and it is marked "15*s*. paid." Then, underneath, I find "Dr. Strain receives the other half for the poor of his parish," a clear demonstration that the administration of the fund was not in the hands of St. Mary's.

Dr. *Campbell*.—That is not so.

2685. Lord Justice FitzGibbon.—If your vestry had been acting as trustees, they could not hand the money over to any person to distribute as he thought proper.

Dr. *Campbell*.—We have been doing it all these years.

2686. Lord Justice FitzGibbon.—Yes; to Dr. Strain, who was just as much a trustee for his own parish as the other Incumbent was for St. Mary's. The position of the Incumbent and Churchwardens of St. Mary's was that of trustees for the poor widows and decayed householders of the whole town of Athlone; you chose your own poor in your own parish, where you knew them, and you gave the rest to the clergymen of St. Peter's, who stood in the same position to his poor as the Incumbent did on the other side, and he picked them out for himself. If you had been sued for a breach of trust, the defence would have been that the money was administered by the two Incumbents, each for the benefit of the poor of his own parish.

Dr. *Campbell*.—My own opinion is that the whole proceedings of giving it over to the clergyman on the other side was wholly illegal.

2687. Lord Justice FitzGibbon.—It is fortunate that there is a presumption that such things have a legal origin.

Mr. *Campbell*, Q.C.—Under the trusts of this endowment it was to be for the benefit of the poor widows and householders of the parish of Athlone. Assuming that at first there was only one church in the parish, namely St. Mary's, and that the minister and churchwardens of that church were selected to administer the trust, the moment the parish was divided, and a second church established, then the minister and churchwardens of the new church would have had a right to go into the Court of Chancery and to get a voice in the administration of this fund. That appears to have been the view that all the parties then took, because the records show that they did divide the fund, and that the persons who were to receive the portion given to St. Peter's were not selected by the Incumbent and Churchwardens of St. Mary's.

Dr. *Campbell*.—The record varies from day to day.

2688. Mr. *Campbell*, Q.C.—We can only deal with those we have. That entry you yourself referred to gives the names of the poor persons in the parish of St. Mary's who were getting the benefit of the trust; it then goes on to say that another portion, namely, one half, was handed over to the Rector of the other parish, and there is nothing in that record to show that the names were there supplied, or that the names of the persons to share in this were in any way subject to the control or superintendence of the Rector or Churchwardens of St. Mary's. That in itself bears out the proposition that we put forward when we asked for the Amending Scheme. But we will be able to give you evidence that, as far as the memory of the oldest inhabitant can be called on, certainly for the last 50 years, a definite and distinct portion of this fund has been handed over to the Rector and Churchwardens of the parish of St. Peter's, to be administered by them, without the control sanction or direction in any way of the parish of St Mary's, for the poor widows and decayed householders residing in that portion of the parish of Athlone known as St. Peter's. Whether that was the result of an amicable arrangement, as I presume it was, or the result of threatened proceedings, it has been acted on for over half a century, and being in accordance with the spirit of the endowment, it would be a very strong thing now to say—"We will continue that arrangement in form but not in substance, because we will make the parish authorities of St. Peter's submit the names and the objects of their bounty to the Rector and Churchwardens of St. Mary's." We contend that we have an absolute right to a portion of these funds to be administered for the benefit of the poor widows and decayed householders of our portion of the parish free from any control of the Rector and Churchwardens of St. Mary's. The matter has become important, because St. Mary's parish, which has the good fortune to have Dr. Campbell as its Rector, is a wealthy parish, and St. Peter's parish, on the other hand, is a much poorer parish, and has much poorer residents in it. While there practically have been few poor widows or decayed householders to be looked after in Dr. Campbell's parish, there have been plenty in St. Peter's; but Dr. Campbell, not having any poor widows or decayed householders, is anxious to divert the endowment to the support of his parish school, that is, to an exclusively educational purpose, and, accordingly, after this Scheme was passed, he got a resolution passed by his vestry to apply the entire funds to educational purposes.

Dr. *Campbell*.—For one year only.

Mr. *Campbell*, Q.C.—If that was done on the very first chance you got, it is fair to say you would have kept it up. But, certainly, the very first chance they got after this Scheme was passed, they tried to divert every shilling.

Dr. *Campbell*.—It was expressly reserved, and I expressly mentioned to the Board that it was only to be for one year.

2689. Lord Justice FitzGibbon.—But if you could do it lawfully for one year, you could do it again whenever you thought proper, and that really is the point of substance between you, whether it is legal to do it at all.

Mr. *Campbell*, Q.C.—At the time St. Mary's Vestry passed that resolution, they were unconscious of the claims of St. Peter's parish, and when they became aware of those claims, it is right to say, to the credit of the members of St. Mary's vestry, that a resolution was formally proposed by Mr. Coote, a member of Dr. Campbell's vestry, and seconded by another member to rescind that resolution. But Dr. Campbell, who is always strong in figures and the assertion of his rights, being the chairman of the vestry, refused to take the resolution.

Dr. *Campbell*.—It is not fair to say that; it is not a fact.

Mr. *Beale*.—It is a fact all the same.

Mr. *Campbell*, Q.C.—However, the fact remains that for these two years St. Peter's parish has not received one shilling of this money. We will give you evidence of the line of succession of the Rectors—first, the Rev. Mr. Moffatt.

Lord Justice FitzGibbon.—What was he Rector of?

Mr. *Campbell*, Q.C.—Rector of St. Peter's.

Dr. *Campbell*.—He was of St. Mary's.

2690. Lord Justice FitzGibbon.—His name appears in this book, "James Robert Moffatt, Rector and Vicar of Athlone," in 1822; he must have come in just about that time, because I find another entry, "the above distributed this 31st day of March, 1820—J. W.

Dec. 9, 1893.

Sterling, Rector," and the very next entry is signed "James Robert Moffatt—the above distributed this 25th day of September, 1820." Can any one tell us when for the first time there was an Incumbent of St. Peter's?

Rev. *G. M'Clenaghan.*—There is evidence that there was an Incumbent of St. Peter's in 1822, for in that year Robert Sherwood left £50 to the poor of the parish of St. Peter's, to be administered by the minister and churchwardens of St. Peter's.

2691. Lord Justice FitzGibbon.—In this book I find, signed J. W. Sterling, "Received from Francis Longworth by the hands of Rev. J. W. Sterling the sum of £8, being one year's annuity agreeable to the bequest"; that Sherwood bequest is entered here along with the others.

Dr. *Campbell.*—It was administered by Dr. Moffatt.

2692. Lord Justice FitzGibbon.—I have been looking over this book, and it throws great light on what happened; in the early part of it there is a full list of the distribution for each half year. "By giving the above 5*s.* 5*d.*, and those below of St. Peter's 4*s.* 4*d.*, you will balance in your hands so much—signed Pierce J. Gould," whoever he was.

Mr. *Dix.*—He was the Rector of St. Mary's.

Lord Justice FitzGibbon.—It makes no distinction until you come down later, and then you find half distributed as before, and the other half going to the Incumbent of St. Peter's parish, for his poor.

2693. Monsignor Molloy (to Dr. *Campbell*).—It strikes me that you are leaving us a little in the dark; it is stated in the second paragraph of our Scheme that an arrangement existed for many years by which there was a defined distribution of the fund between the two parishes, one got one-third and the other two-thirds; you challenge that statement.

Dr. *Campbell.*—Quite so.

2694. Monsignor Molloy.—And you bring these books to establish your view, but you bring them only up to 1818, and you leave us in the dark from that up to the present time. The last entry here seems to show that you were then in a transition period, and that a new system was coming in; that before that time each parish sent in a list of its poor, but after 1818 the parish of St. Mary's drew up a list of its own poor, and handed over the balance to St. Peter's. I find on the last page, under date 1818, "A list of poor people that receive the Ardkeenan endowment." Can you give us any entry of the distribution of the Ardkeenan endowment later than 1818, because that is what we want?

2695. Lord Justice FitzGibbon:—In the beginning of the book you have a lot of Ardkeenan accounts, and in all of them the names are given.

Mr. *Campbell*, Q.C.—Even in Dr. Campbell's own time, until he secured this original Scheme, he himself administered the fund in that way; that is, one-third was given over, without any restriction or allegation of control, to the Rector of St. Peter's, and was administered by the Rector of St. Peter's for the poor widows and decayed householders. There was no submission to Dr. Campbell of a list of names or anything of the sort; that continued in his own time for a period of ten years, and no objection was made until he secured this new Scheme.

Dr. *Campbell.*—I only became aware of the fact when this question arose.

2696. Mr. *Campbell*, Q.C.—When did you go to Athlone?

Dr. *Campbell.*—I am only six years there altogether.

2697. Mr. *Campbell*, Q.C.—Then am I not right in saying that in 1887, 1888, and 1889 one-third of the money was distributed by the Rector of St. Peter's parish without any control or discussion?

Dr. *Campbell.*—I handed it over to him, and he gave me a receipt for it.

2698. Monsignor Molloy.—And I suppose you did that because you found the practice existing when you came to the parish?

Dr. *Campbell.*—Quite so.

2699. Dr. Traill.—Have you any entry in any book to show that it was the practice to give them one-third?

Dr. *Campbell.*—No.

2700. Dr. Traill.—Why did you give it to them?

Dr. *Campbell.*—Because I saw in the book that there was one-third.

2701. Dr. Traill.—In what book, the later book you did not bring?

Dr. *Campbell.*—Yes.

Rev. Mr. *M'Clenaghan.*—The last Incumbent, Rev. Mr. Joly, was Incumbent for sixteen years, and during the whole course of his incumbency there is a record in his own handwriting, which is in Dr. Campbell's own keeping, that one-third during all that time was handed over to the Incumbent of St. Peter's.

Joseph Vaughan sworn and examined.

Joseph Vaughan.

2702. Mr. *Campbell*, Q.C.—Are you the agent to this Charity?—Yes.

2703. How long have you been in that position?—Nearly twenty years; I was appointed by the Rev. Mr. Joly; I was there during the incumbency of the Rev. Mr. Moffatt.

2704. But you were not acting as agent?—No.

2705. Were you there in the time of Mr. Berry?—was.

2706. Did Mr. Berry succeed Mr. Moffatt?—Yes.

2707. Who succeeded Mr. Berry?—Mr. Joly.

2708. Then are you acquainted with the way these funds were distributed for at least a period of thirty years?—Yes.

2709. What was the method adopted?—When I was appointed by Mr. Joly, the previous agent, Mr. Wallace, who was a solicitor, told me that the method in which it was always done was to pay over to the Incumbent of St. Mary's the whole net income I received, and that one-third of it went to St. Peter's. He said,—"It is better for you to pay the whole direct to the Incumbent of St. Mary's." I acted upon that. I was a member at the time of St. Mary's vestry; I am now a member of St. Peter's, and I am quite aware that Mr. Joly kept the books of St. Mary's most methodically. I have seen the books myself; there was an exact entry of the particular persons in St. Mary's parish that the two-thirds were given to, and one entry showing that one-third was sent to the Incumbent of St. Peter's.

2710. That there was a clean division, and one-third went, without any restriction as to names or objects, to St. Peter's?—Yes; and the sum that Dr. Campbell appropriated for educational purposes, I may mention, was not the result of a year's income, but practically of three years. For a time no rents were coming in, and my account extended nearly over three years, the sum then came to about £60; it was a very large sum, so that practically he gave away three years' income belonging to the poor, and devoted it to educational purposes.

2711. In other words, the rents were uncollected up to 1890, and a substantial sum came in after the Scheme was passed?—Yes.

2712. Do you say that the entire of the moneys then in hands was diverted, pursuant to this resolution of St. Mary's Vestry, to educational purposes?—They were, I think it was from Mr. Wallace I got the information which I gave to Mr. M'Clenaghan, but I am not perfectly sure, it was either Mr. Wallace or Mr. Joly.

2713. That an arrangement had long ago been made fixing the sum, because as you have seen from the books, the sum was sometimes a half in the earlier times?—Yes.

2714. That appeared subsequently to be altered to one-third?—Yes.

2715. Had the one-third remained uniform for a great number of years?—Yes, in St. Peter's they were altogether in the dark except for such evidence as I and Mrs. Joly, the widow of the late Rector, could give. Dr. Campbell had the books and they had no access to them.

2716. Dr. *Campbell.*—In Mr. Joly's time did you see the books of his predecessor?—Yes, I saw Mr. Joly's books and they were most beautifully kept; I saw Mr. Moffatt's also, but as to the particular application of the Ardkeenan endowment I could not say.

2717. Lord Justice FitzGibbon.—Can you give the date of Dr. Joly's appointment?—He entered into the Rectory in 1869, immediately before Disestablishment.

2718. Who was his predecessor?—The Rev. Mr. Berry for thirteen years; I was then a member of the Vestry, and churchwarden.

2719. Mr. *Campbell.* — And it was during Mr. Berry's time that you speak of this division, of your own knowledge?—Yes.

2720. He would go back to about 1856?—Yes.

2721. He was preceded by Mr. Moffatt?—Mr. Moffatt was forty-four years before him.

Lord Justice FitzGibbon.—That 1818 entry is made by Mr. Moffatt.

2722. Mr. *Campbell.*—Do you know of your own knowledge that the books, prior to the time of Mr. Joly, do contain records as to how these funds were dealt with?—I do.

2723. Dr. *Campbell* (hands document to witness).—Just read that, please?—(witness reads)—"Proposed by Mr. Vaughan, seconded by Mr. English:—'That the Commissioners be informed that the Vestry will be obliged by the endowment arising from the Ardkeenan charity being vested in the Diocesan Board, with the administration of the fund left in the Incumbent and Select Vestry.'" I am very glad to see that, because I will now have an opportunity of explaining to the Commissioners how the whole thing arose. There never would have been any question of seeking to have this charity put under the Educational Commissioners but for my action; I was a member of the vestry, Mr. Dames Longworth, a lawyer, was also a member of the vestry, and quite understood what I brought before the vestry, that we were in a very peculiar position as regards trusteeship. When Mr. Joly died, we had to apply to his son as executor to enable us to act to recover the rents. I said, "This is intolerable, and the proper thing for you to do is to get a title under the Endowment Commissioners."

2724. Lord Justice FitzGibbon.—I am very glad that you mention that. We have been trying to explain it to the clergy for the last eight years, but they will persist in believing that what they now call churchwardens are the same as the old churchwardens who were formerly elected by the parish, and recognised by the law. These new ones are no more their legal successors than I am.

Witness.—You will also see that the administration was to be left as before, I never had a thought that St. Mary's would ever misappropriate or lay hold of St. Peter's portion; if that had entered into my mind I would never have consented.

2725. Mr. *Campbell.*—You would not propose a resolution of that kind now?—No, nor then, in that case.

2726. Monsignor Molloy. — The administration that existed then was that two-thirds were applied to the poor of St. Mary's, and one-third was handed over to the Rector of St. Peter's?—Yes.

2727. Dr. *Campbell.*— There is said to be an arrangement, is there any more definite information as to the arrangement?—I have not any, but you can have no difficulty in giving us the date because you have the books.

Dr. *Campbell.*—There is no arrangement in the books I have gone through.

Monsignor Molloy.—There is evidence in the very book you have brought up, but not complete. There is evidence that, up to a certain date the two lists were given, and, in 1818, a list of the poor of St. Mary's is given by the rector of St. Mary's, and one-third is handed over to the rector of St. Peter's and no list given.

2728. Lord Justice FitzGibbon.—It would have been a breach of trust on Mr. Moffatt's part to have handed the money to the Incumbent of St. Peter's, unless he was giving it to him as a trustee to distribute among his poor, and he could not depute the administration, in the sense of exercising a discretion between this and that poor person; this very entry is evidence that, when an Incumbent was appointed to St. Peter's parish, he was treated as having vested in him, as to his own parish, the discretion which had previously been vested in the Incumbent of the entire area.

Witness.—If you left it, as in the original Scheme, it is perfectly plain that you would set two parishes bickering for ever, and here, Dr. Campbell's own Board, the Diocesan Board of Meath, very kindly came in and said, "We will take the administration of the fund and prevent this unpleasantness."

2729. Lord Justice FitzGibbon.—If you had a Diocesan Board in Elphin, it would not have been necessary to vest the property in the Meath Board, but you very wisely appear to think that it is better to have it in a corporation than to leave it in the condition which you truly describe, where you would have to hunt up the heir-at-law of the last surviving Incumbent who was there before Disestablishment, and even before you could get the title into him, you would have to show that both the then churchwardens had predeceased him. You all now understand the point, and I am quite satisfied as to the truth and justice of the amending Scheme. We can recite, on the face of it, that the administration of the fund was in the hands of the Incumbent and churchwardens of St. Mary's only, but that one-third of the money was handed over by them to the Incumbent of St. Peter's, upon his receipt, to be distributed by him among the poor widows and householders of his parish. The effect was that St. Mary's people remained the legal trustees, and all we do is to substitute this Board for them, in consequence of their being disestablished. The Board will remain bound to do all that the original trustees would have been bound to do, and I am glad to know that they recognise that it is only right, so long as there are poor widows and decayed householders in St. Peter's parish, that they should get the money in preference to schools or anybody else, but St. Peter's parish people have no right to apply the fund to educational purposes. If we had never meddled at all, they would have got it on trust for the widows and householders, and for no one else. Therefore, I think, the provisions of the original Scheme ought to stand, that if there are at any time no widows or householders entitled, any money not required shall then be applied by the Board, with the consent of the Incumbent and Select Vestry of St. Mary's parish. That will leave them every legitimate power of administration which they have at present, but will, at the same time, leave them bound by what I am satisfied on the evidence was a binding trust, to give a part of the fund to St. Peter's poor. I will mention the matter to Judge O'Brien, and if any one is dissatisfied with our opinion, we are open to any amount of checks; you can first go, if you like, to the Privy Council, and then take your choice between the House of Commons and the House of Lords, or even go to both, if you please.

Canon *Keene.*—Is it necessary to say anything with regard to the points that we have written to you on? There are two points which are corrected in the schedule; the other is about the discharge of existing trustees, as to which we have had a correspondence with the Local Government Board.

2730. Lord Justice FitzGibbon.—What was the cause of difficulty?

Canon *Keene.*—Because the former Governing Bodies had no audited accounts; the endowments are chiefly

Dec. 9, 1898.

Joseph Vaughan.

held by the Representative Body and the parishes kept no accounts; all we could get was the last receipts for money by the schoolmasters. The Scheme refers to the last audited account, and there is no such thing in existence.

Lord Justice FITZGIBBON.—What have you done about the only endowment of any consequence—the Preston Fund?

Canon *Keene*.—We had an account of that, but it was not required as the property is vested in the Commissioners of Education.

2731. Lord Justice FITZGIBBON.—We will look into this for you.

Canon *Keene*.—One clergyman refused to put his school under our Board, because there was a provision, he said, that when once a school was put under the National Board, it never could be taken from it again.

2732. Lord Justice FITZGIBBON.—Some persons raised that point before, and we considered that the rules of the National Board applied only during the connection of the schools with the Board.

Canon *Keene*.—I was asked the other day who are the patrons of our school? In Navan, I am the manager; the old patrons were the committee. Are the Diocesan Board now the patrons?

2733. Lord Justice FITZGIBBON.—We believe the National Board recognise the Diocesan Board as the patrons, but that matter is really governed by the rules and regulations of the National Board, which override the Scheme, in the case of National Schools. You would oblige us if you would, within the next day or two, make any amendments you suggest on a copy of the Scheme, and we will consider them and put them into the Scheme, before signing it.

SCHEME No. 210.—THE INCORPORATED SOCIETY FOR PROMOTING PROTESTANT SCHOOLS IN IRELAND.

OBJECTIONS AND AMENDMENTS.

J. H. Campbell, Esq., Q.C. (instructed by Messrs. *H. T. Dix and Sons*), appeared on behalf of the Society; Rev. *R. S. D. Campbell*, D.D., and *Thomas A. Finch*, M.A., appeared in person. The following persons were also present:—His Grace the Most Rev. *Lord Plunket*, Lord Archbishop of Dublin; Very Rev. *the Dean of St. Patrick's*; Rev. *H. Kingsmill Moore*, M.A.; Rev. Canon *Jellett*, LL.D.; Rev. Canon *Walsh*, D.D.; Rev. *J. W. Tristram*, D.D.; *W. J. M'Clelland*, M.A., Head Master of Santry School; *Robert Baile*, B.A., Head Master of Ranelagh School, Athlone; *W. P. Chapman*, Secretary of the Society.

2734. Lord Justice FITZGIBBON.—Detailed amendments have been sent to us by the present Committee of Fifteen, and also by Mr. Kingsmill Moore as Secretary of the Standing Committee of the General Synod. We have also got some amendments from Mr. Finch and from the Select Vestry of St. Mary's, Athlone. The Select Vestry of Dundalk have endorsed Mr. Finch's objections. We are glad to find that this Scheme which deals with such a large aggregation of endowments has only led to objections of detail, none raising any very wide question of principle. All may be dealt with now by beginning at No. 1 and going steadily through them. I have already gone through them carefully with a view to prepare myself for the consideration of them, and, as regards a good many of them, when they are called I shall state what we are prepared to do, in many cases accepting the amendments exactly as proposed, and in others suggesting some modification. The first is a proposal to define "religious instruction" to mean "instruction in the Holy Scriptures and the formularies of the said Church." That is not an adequate definition, but I would propose, as in other Church Schemes, to insert in section 35, after the words "religious instruction" the words "in accordance with the doctrines of the said Church." I suppose that all you want is to identify the religious instruction with the Church of Ireland, and this will do it better than by putting in an incomplete definition which would confine religious instruction to instruction in the Holy Scriptures and the formularies.

Dean of St. Patrick's.—Yes.

2735. Lord Justice FITZGIBBON.—It is next proposed to omit from the members of the Society persons qualifying as annual members by subscription. The original charter, to which we are bound to some extent to have regard, provided that the Society should consist in the first instance of a number of named persons; it then empowered the Society to receive subscriptions and further "gave authority to the Society to elect into their number such subscribers or benefactors to their funds, being Protestants, as they should judge fit and qualified to assist in carrying on its design aforesaid." Now that the Church is disestablished, and this Society is to be made a representative body for educational purposes, subscribers should be encouraged, and accordingly we propose to provide that the paying of certain subscriptions shall qualify persons for becoming members. There is no objection to the proposal to admit life members on a £10 qualification. We should like to know on what principle annual members are to be excluded, particularly as that franchise is about the best nursery for life governors—any one beginning with a subscription of £1 is all the more likely to give £10 afterwards. Why should we leave them out, particularly as in all the large institutions in the North of Ireland, this franchise for annual members of £1, or sometimes less, is found most advantageous?

Mr. *Campbell*, Q.C.—The Incorporated Society says, that if a man is prepared to give £10 and become a life member, he is secured there and you have him for the rest of his life, but if there are people with fads and ideas on the subject of this Scheme, all they have to do is to pay their subscription for one year, and give any amount of annoyance and trouble.

2736. Dr. TRAILL.—We have provided against that:—

> "No person shall be qualified to act as an annual member until a period of six months shall have elapsed from the date of the payment of his first annual subscription or contribution, or unless his subscription or contribution for the current calendar year shall have been paid."

2737. Lord Justice FITZGIBBON.—Is it your experience that a £10 faddist is less objectionable than a £1 faddist?

Mr. *Campbell*, Q.C.—They are likely to be less numerous. If a man has to pay £10 for his fad he would think longer over it, but he can give trouble for a whole year for £1.

2738. Lord Justice FITZGIBBON.—These subscribers only become members of the Society, and you have got the Archbishops and Bishops, and Deans and Archdeacons, and seventy-two members from the various dioceses, and some 120 existing members, to outvote them.

Mr. *Campbell*, Q.C.—These annual members would be members of the Society for election purposes.

2739. Lord Justice FITZGIBBON.—For the purpose of electing what?

Mr. *Campbell*, Q.C.—Governors for one thing, and they would be a fluctuating body, and would not be acquainted with the proper persons to be elected governors; they would subscribe for a year or two, and then drop off and be succeeded by others, whereas if they take a permanent interest in the institution they can show that by becoming life members.

2740. Dr. TRAILL.—How can there be any objec-

tion to an electing body if they take sufficient interest in the Society to suscribe £1 each? A person who subscribes £1 for a year is as good a person as a man who gives £10 in a lump sum.

Rev. Dr. *Campbell.*—I hope you won't listen to this objection; it is very important that we should get a critical, inquiring, and active young element in the Society—we are too long in the hands of fogies.

2741. Mr. *Campbell,* Q.C.—That point is met by the introduction of the new element—representative members, members for life, and co-opted members.

Dr. *Campbell.*—Quite enough dead weight to balance anything like this.

Canon *Keene.*—The co-opted members are members for life; there is no provision for their removal if they cease to be members of the Church.

2742. Lord Justice FitzGibbon.—Yes, there is.

Mr. *Campbell,* Q.C.—It is provided that so long as any of the members of the Society, existing at the date of this Scheme, shall continue to act, no new member shall be co-opted except in the room of an existing member vacating office.

2743. Lord Justice FitzGibbon.—Our idea was to bring in seventy-two representatives of the different dioceses, and that fifty should be co-opted, making 122 altogether; with the Bishops and other dignitaries the Society would number altogether about 160 or 170, and the subscribing people would probably be much fewer. I very much doubt the wisdom of your departing from the original constitution. At this moment every subscriber and benefactor has the right to call upon the Society to consider whether he is not a proper person to be elected.

Mr. *Campbell,* Q.C.—This Scheme gives him a right to be a member.

2744. Lord Justice FitzGibbon.—A member of the Society, but not a Governor. There is another provision which we hope may lead to your obtaining funds: persons collecting £5 or upwards annually will be members. It certainly is not too much to expect that where so many of your schools want money, that money may be locally collected by clergymen or others interested, if they are thereby qualified as members.

Canon *Keene.*—Ought there not to be a provision for vacancies in the case of co-opted members, as well as in that of co-opted Governors?

2745. Dr. Traill.—A co-opted member can do no possible harm.

Mr. *Campbell,* Q.C.—We are not objecting to them, but only to the annual members.

2746. Lord Justice FitzGibbon.—What is the view of the Standing Committee about this?

Most Rev. Lord *Plunket.*—I don't think the Standing Committee have expressed any view upon this particular point.

Rev. *H. Kingsmill Moore.*—We have had no opportunity; we have not seen these amendments of the Incorporated Society.

Lord Justice FitzGibbon.—The Standing Committee has always appeared here in all Schemes in which the Church is concerned, and we have asked them to help us. What would be your Grace's view about this?

Lord *Plunket.*—I am rather inclined to agree with the Incorporated Society in this particular point as regards the annual members. I think it is very important that there should be some authoritative body behind the Governors as a kind of court of appeal, and that is provided for in Clause 8 where it says what the powers of the General Synod are, and I should be very jealous of any alteration whatsoever in that clause.

2747. Lord Justice FitzGibbon.—There is a proposal to alter that.

Lord *Plunket.*—That is a proposition which I would oppose with all my might, because my hope is that this new body, or rather this old body in a modified form, will become a most potent factor in the organization of our Church; it should as far as possible be an integral part of the machinery of our Church, and the Church should have a control over all its acts; but, after having thought over this particular proposition, I am inclined to think that these annual members would not be the best body to have behind the Governors. I don't think it is a desirable thing that there should be in the power of persons by small contributions to get up a kind of faction, as it were, against an existing body such as the Governors would be. It is a very different thing having a body like the General Synod behind them, that should have a power of control, but I don't think that there would be any advantage gained by having a large number of annual members. I don't believe there would be many annual members myself, but I have never found, in connection with societies that I have had anything to say to, that the annual members have ever been a powerful body either for good or for evil. I would certainly, in this particular instance, be in favour of the proposition that is made by the Incorporated Society. As regards my position in this matter and that of the Standing Committee—of course the Scheme was before us, and anything that we did not actually object to might be assumed to have been approved of—but we really had not before us all the propositions that the Incorporated Society has now made, and if this had been before us I should have coincided in the view that has been taken by the Incorporated Society.

2748. Lord Justice FitzGibbon.—I would like to point out that the *ex-officio* members are sixteen, the representative members are seventy-two, the co-opted members at least fifty, and for the present the existing members will be a good many more; they are now one hundred and thirty-eight, and any number, big or little, who may give £10 each must be added. If there are few annual members, they can do no harm. But I should like to hear something on the Charter. It specially refers to subscribers and benefactors as those to be elected, and if we strike out the annual subscribers we are striking out a class the Charter refers to.

Mr. *Campbell,* Q.C.—The Charter gives "authority to the Society to elect into their number subscribers *or* benefactors," it does not say "and."

2749. Lord Justice FitzGibbon.—If it had said "subscribers and benefactors," it might be contended that a person should both subscribe and give a benefaction in order to qualify. I could understand your thinking that a man who paid £10 would get too much value for his money. In a life qualification I would ask you also to look to experience. This is a universal provision in the large educational establishments in the North of Ireland; in the Belfast Academical Institution the majority of the body consists of annual subscribers of £1, and a great many of their endowments have been derived from donations of people who began as annual subscribers.

Mr. *Campbell,* Q.C.—It is all very well to say that there are *ex-officio* Governors and others who might outvote these annual members, but if a number of those annual members qualified in a special year, and made it their business to attend a special meeting for a special purpose, it is considered that they might give considerable trouble, and friction would result that would not be compensated by any corresponding advantage.

2750. Dr. Traill.—You are confounding members with Governors. How can they give trouble if they have no function under the Scheme but to elect Governors?

Mr. *Campbell,* Q.C.—They can control the election of Governors.

2751. Dr. Traill.—Take the two cases, either they will be many or they will be few. They will have to be a very large number to out-top one hundred and thirty-eight to begin with.

Mr. *Campbell,* Q.C.—That is assuming they attend.

2752. Dr. Traill.—They can vote by proxy.

Mr. *Campbell,* Q.C.—We object to that.

2753. Dr. Traill.—If they are a very large number, look at the money you get in, and all they can elect is

Dec. 9, 1893.

twenty Governors out of a much larger number, and before they can do even that, you must get the subscriptions of over one hundred and thirty-eight persons, and they must all vote together.

2754. Monsignor MOLLOY.—I think the Archbishop's point was that 200 people could on a critical occasion subscribe £1 each and come in and control the election.

Most Rev. Lord *Plunket.*—That is what occurred to me, that on a critical occasion 200 people might be got together to subscribe a small sum, and that would not be the kind of body that ought to have the power of controlling.

2755. Dr. TRAILL.—We have provided against that; we say no person can exercise this power unless they have paid in advance six months.

Most Rev. Lord *Plunket.*—They could wait a year until they have the whole thing carried out—they could have a conspiracy.

Dr. TRAILL.—A conspiracy to give £200 to the Church is a conspiracy I should like to see very much.

2756. Lord Justice FITZGIBBON.—All that has been said against this proposal is only by way of apprehension, against the universal experience of other places. It is very natural that those who are administering the property now should like to leave things as they are, but subscriptions were recognised in the beginning as a qualification, and the reason they have disappeared is because a very large amount of endowment was given to the Society very shortly after its formation, and the administrators of that existing endowment have really taken the place of what was originally intended, which was a Society of subscribers and benefactors.

Most Rev. Lord *Plunket.*—In a case, for example, such as the Masonic Schools, I think it is very desirable to do everything that is possible to encourage people to contribute, but as a rule I don't think it a wise thing to encourage people to contribute for the purpose of interfering, even in the way of election, with the management of a Society, if there be any other better and more authoritative body, that would be more likely to consider the matter soberly and calmly, to refer to in time of need.

2757. Dr. TRAILL.—But the power of the General Synod is a totally different one, and is confined to altering the constitution of the Governing Body.

Most Rev. Lord *Plunket.*—Supposing the General Synod were to find things going on badly, owing to any circumstances that we don't now foresee, if in future anything should be going by default or any mistakes should be made, then would be the time for a body like the General Synod to interfere and to use the powers which it has, and which I hope will not be in any way modified.

2758. Lord Justice FITZGIBBON.—Allow me to suggest this:—£10 is a rich man's franchise, and the experience of the Orphanages you mention, whose mainstay are the annual subscribers, some 3,000 people, as well as of the Belfast Academical Institution and places of that kind, shows how this system works. I really look myself to these annual members as being the way by which new blood is most likely to come into the management of the Society. You all know that the way a man becomes a member of the Incorporated Society now is by being asked to join; that is not a healthy state of affairs, that your Governors should be asked to join in the administration of property to which they have never contributed.

Dr. *Campbell.*—There are a great many young men who have passed through these schools who are anxious to do something for them.

The *Dean of St. Patrick's.*—I don't think it is worth our while wasting much time upon this; it is a matter of very little importance which the Society would, in deference to your lordship's opinion, yield to if the matter had come before us.

2759. Lord Justice FITZGIBBON.—You know, Dean, several Schemes where franchises of this sort have been brought in to supplement even large endowments. In the Cathedral Schools in Dublin, and in Cork, the thing was done.

Mr. *Campbell,* Q.C.—Possibly a medium course could be adopted, and a payment made on entry.

2760. Lord Justice FITZGIBBON.—I really should like to have a smaller franchise than the £10.

Canon *Jellett.*—I don't think it is very likely that many people will join when you have a property of £8,000 a year unless they have an object in view.

2761. Lord Justice FITZGIBBON.—Well, let us say an entrance fee of £2, and an annual subscription of £1 a year.

Mr. *Campbell,* Q.C.—Very well.

2762. Lord Justice FITZGIBBON.—The next point is on page 9. The Scheme proposes that the Governors to be co-opted, shall include one Governor at least resident in the vicinity of each Foundation School. It has been suggested that it might not be possible to do that, and I am prepared to meet this. We are very anxious that there shall be a local representative in each case, and I am content to say that in co-opting Governors, they shall, where possible, select one Governor resident near each Foundation School.

Mr. *Campbell,* Q.C.—That will do.

Dr. *Campbell.*—Our feeling is that that should be three instead of one.

2763. Lord Justice FITZGIBBON.—We don't want to make the Governing Body too big; we have another objection coming on, on which we shall be glad to hear you about the Local Committees. I am going to suggest that this Local Governor shall also be a member of the Local Committee. Now comes a question of principle on which my mind is entirely open, whether the members should have power to vote by paper or proxy, or whether they must attend in person.

Most Rev. Lord *Plunket.*—I should be very strongly against their being represented by proxy or voting paper. I think the weight of any decision is to be measured by the opportunity that is given to those who are present of hearing all that can be said on one side or the other. My experience has been that the voting by proxy or voting papers has not been as satisfactory on the whole as that of voting by those present.

2764. Lord Justice FITZGIBBON.—Does anyone wish to keep the provision? We put these things into the Scheme for consideration, some people like them and others do not, and as you all seem to wish it, let the members vote in person. It is next proposed to omit the provision that one half at least of the number of elected Governors shall be laymen.

Dr. TRAILL.—What is the objection to that?

Mr. *Campbell,* Q.C.—First of all that it makes it compulsory, and next that we consider it is unworkable, because it might turn out that there were not half competent laymen available.

2765. Dr. TRAILL.—It is only half twenty; do you mean to say it is not possible to get ten laymen to serve as elected Governors?

Most Rev. Lord *Plunket.*—I hope there will be no alteration made here, and I put it upon the same ground on which I base my other propositions, and it is this, that we hope that this body may be an integral part of the machinery of our Church. We find that in all the more important bodies that are appointed by the Church, such as the Representative Body, and the Boards of Education, that this proportion as between the clergy and the laity is strictly carried out, and I think it would be very desirable that, as far as possible, the form of this body should be analogous to those that are at present associated with the Church of Ireland. I hope it may become distinctly a Church institution in its organization as well as in its aims, and therefore I hope that this may not be altered.

2766. Dr. TRAILL.—I thought, when the *ex-officio* Governors included all the Archbishops and Bishop, that the clergy were very strongly represented, and as the Archbishop has pointed out, in our general Church system it is generally two laymen to one clergyman.

Mr. *Campbell*, Q.C.—My clients object that there will be a difficulty in working it out.

Dr. TRAILL.—There is no difficulty when the number is only ten.

2767. Lord Justice FITZGIBBON.—How many have you at present on the committee of fifteen?

Mr. *Dix*.—Three or four.

2768. Dr. TRAILL.—That shows that it ought to be rectified as soon as possible.

The *Dean of St. Patrick's*.—The result will be that we will be obliged to appoint ten laymen, we cannot get ten laymen who will attend, and the whole thing will eventually fall into the hands of the clergy.

Most Rev. Lord *Plunket*.—Why should we expect that there will be more difficulty in getting laymen to act upon this Board than upon the Representative Body, or the Standing Committee, or the Boards of Religious Education? I have no such distrust whatsoever as to the interest the laity would take in the educational welfare of our Church; I would most strongly press that this should not be altered.

The *Dean of St. Patrick's*.—I think it is drawing an unpleasant distinction between clergymen and laymen, which we want to abolish altogether. We simply want to have a body of governors who would be willing to attend.

2769. Dr. TRAILL.—Would you be satisfied if the words "at least" were left out, because that seems to imply you might put on more than half laymen—I thought if you could get laymen enough interested you would be very glad to have them.

The *Dean of St. Patrick's*.—We would be very glad to have two to one, if the two to one laymen could be got.

2770. Lord Justice FITZGIBBON.—I don't like drawing this distinction between clergymen and laymen, I feel with the Dean on that. But shall we say that one-third at least shall be laymen, and one-third at least shall be clergymen, for under this clause as it stands a majority of electors among the laymen might edge the clergy out. Speaking for myself, I would rather have the restriction left out altogether.

Most Rev. Lord *Plunket*.—But it cannot be considered invidious, as it is a principle that has been adopted by the Church of Ireland deliberately in reference to all its Boards, it has been found to work out in practice admirably, I should be very sorry that even that proposition that the Lord Justice has made should be carried out, there are two to one of the laity in other bodies.

2771. Lord Justice FITZGIBBON.—There are only half on the Diocesan Councils.

Mr. *Campbell*, Q.C.—Do you not anticipate any difficulty, your Grace, in getting ten?

Most Rev. Lord *Plunket*.—I do not think there will be the slightest difficulty in getting them, I have never found that difficulty arise, nor has it been found to arise.

2772. Mr. *Campbell*, Q.C.—The experience of the Incorporated Society up to the present has been that they cannot get laymen.

Most Rev. Lord *Plunket*.—It will be a very different body now.

2773. Lord Justice FITZGIBBON.—On your Grace's own view, this clause would not do as it stands, for it protects the laymen only.

Most Rev. Lord *Plunket*.—I should leave out "at least," and fix half clergy and half laity.

2774. Lord Justice FITZGIBBON.—Would it meet your view to provide that in making these appointments they shall as far as possible appoint half laymen and half clergymen, or would you rather have it absolute?

Most Rev. Lord *Plunket*.—I would rather have it absolute.

2775. Lord Justice FITZGIBBON.—Then if it is to be amended, it should provide that the number shall be half and half. The worst that can happen will be that you would get ten clergymen, and would have to make up the ten laymen with what they call in the North of Ireland "deadheads," and that would not do much harm, because it would leave the clergy the preponderating influence.

The *Dean of St. Patrick's*.—If I wished the clergy to have the preponderance, I would vote for this, because it would give it to them. *Dec. 9, 1893.*

Canon *Walsh*.—Would not this be the place to introduce a proviso in case of there not being a sufficient number to form a *quorum* to hold an annual election?

2776. Lord Justice FITZGIBBON.—We will provide that the governors once elected shall hold office until there is a legal election of their successors. The next point is whether the Diocesan Synods or Councils shall elect. The original draft had "Synod" in it, I inserted "Council," because whatever experience I had led me to believe that the smaller body, for the purpose of election, was better.

Most Rev. Lord *Plunket*.—That matter was before the Standing Committee, it was considered carefully, and we came to the conclusion on the whole, that it was a difficult point to decide, but that it was better to have it Council.

2777. Lord Justice FITZGIBBON.—We are quite willing. Now we come to the power of altering the constitution of the Society. The Draft Scheme gives power to the General Synod to alter the constitution of the Society, and of the Governing Body, it gives them no power to alter the functions or powers of anybody. At the end of the Scheme there is a clause which our Act of Parliament requires us to insert, which deals with another matter altogether, that is altering the scheme. No alteration of the scheme can be made except through the Board of Charitable Donations and Bequests; without such a power people should go to Parliament to alter these schemes, which have the force of Acts of Parliament. Before we decide this matter, I should like to tell you the history of the proposed clause. When we prepared our first schemes, we restricted the power of applying to the Board of Donations and Bequests for alteration to defined and interested persons or authorities. The Board of Bequests challenged our rights to do this, and said that under the Statute we were bound to give the Commissioners authority to alter these schemes on the application of anybody or everybody, or not at all. We joined issue with them, and went before the Privy Council, and pointed out that, especially in cases of voluntary or denominational schemes, we could not ask people to accept a scheme, and to have their rights affected with the force of an Act of Parliament, when next day anybody might apply to have it all changed in Kildare Place. We were strongly supported by the Methodists, Presbyterians, Church people, and everybody else; and after a regular discussion, the Lord Lieutenant and Privy Council upheld our view, but with an intimation that we ought always to leave it open to some independent authority, besides the Governing Body created by the scheme, to make the application. It was pressed that abuses might be creeping in under a scheme, and that an alteration might be required to check them, and that in such a case the concurrence of the very people who themselves were guilty, ought not to be necessary to the exercise of the power of alteration. We came to the understanding, which we have always since tried to carry out, that we would not confine the right of application to the Governors alone, if we could find any other responsible body to which we give power to apply, in case the governing body was going wrong. We put in both, and the alteration may be made either on the application of the governors, who might want to make some improvements in the working of the machinery, or on the application of some one outside, who, if the machine stopped, would try to start it again. Accordingly in this scheme an alteration can be made on the application either of the Governors or of the General Synod. In every diocesan scheme that we have hitherto framed, and in almost every scheme for an exclusively Church institution, we have made provision that the constitution of the Governing Body may be altered by the General Synod,

Dec. 9, 1893.

and in every one of the Presbyterian schemes the same power is given to the General Assembly. There is, besides, the concurrent power given to the General Synod and to the Governing Body of applying to alter the scheme itself. My late colleague and I had some doubt whether we had power to do this, because it was more or less altering the scheme without going to the Commissioners of Donations and Bequests, but, after consideration, as we had a constituted supreme authority representing the Church of Ireland, and as the Presbyterians had a similar body, we thought we ought to try to give that body the power of dealing to this limited extent, on their own motion, with institutions belonging to their own Church. The clause passed and it has ever since been introduced into every denominational scheme, and you are about the first to object to it. Now, remember, the proposal is that the General Synod shall only have power to alter the constitution of the Society or of the Governing Body, not to alter trusts or powers. You should consider whether it is desirable to stereotype the exact present constitution of the Society and the exact present constitution of the Governing Body, so that they cannot be changed at all, until the body itself chooses to apply to have itself altered, or until the General Synod goes to the Commissioners of Donations and Bequests, and those Commissioners agree to make the alteration. Is it wise to necessitate going to Kildare Place rather than to your own Synod? The Commissioners consist of representatives of all denominations, they might be very slow to interfere—in short, this is a clause intended to give, to the constituted supreme legislative authority of the Church to which this Endowment belongs, some power of legislating as to the constitution of the Governing Body, without outside help. Under these circumstances we are very willing to consider whether this Governing Body is to be subject at all to legislation in the Synod, or whether applications to the Board of Bequests is to be in every case necessary, but if the Synod is to have any power, it ought not to be made conditional on application being made, and the legislation being approved by the Governors themselves——

Canon *Walsh*.—I am satisfied to leave out the second alternative.

2778. Lord Justice FitzGibbon.—Is the Archbishop satisfied to leave out the first?

Most Rev. Lord *Plunket*.—I am not. I think it the very key-note of the whole scheme, the very pivot on which it works, and I think it would be a most unfortunate thing if it were to be altered or modified. I have no distrust whatsoever of the present Body, and I have no anticipation at the present moment as to anything going wrong in the future, but if such a contingency should come about, I think it would be most unfortunate that the Church of Ireland should have to go to a Body such as the Board of Bequests, a Board of which I have the honour of being a member myself, which is composed of representatives of different denominations, that we should have to go to them to settle a matter which would be much more easily and practically arranged by ourselves. It is because I hope that this Corporate Body may become a handmaid of our Church in the future, and may become an integral part of our machinery, that I am so anxious on this subject. I cannot say how grateful I am to the Commissioners here for having drawn up a scheme which puts this Incorporated Society upon such a satisfactory basis, and I do hope and trust that nothing may be done to modify the provisions of this particular clause. I would have waited until those who support the objection had spoken, had not the Lord Justice appealed to me specially for my opinion, but I now give it frankly as I hold it, and I hold it very strongly.

2779. Dr. Traill.—Although what your Grace has said applies very forcibly to the present Body who manage the Society so well, we cannot shut our eyes to the fact that it is not very long ago since the Body managed it badly. In fact, I take the date when Dr. Stubbs came on the Board as the date at which this Board began to revive, and the Society got a proper system of management; there is no doubt it was a very badly managed Board.

Lord Justice FitzGibbon.—I have—for my sins—a longer acquaintance with Irish Educational Endowments than Dr. Traill, and I am bound to say that both the Marquis of Kildare's Commission in 1858, and Lord Rosse's Commission in 1878, found that the management by the Incorporated Society, both of its schools and property, contrasted most favourably with others in Ireland; it was defective perhaps in some things, but the Board never was "very badly managed," so far as I know or believe—I say that in common justice, and without depreciating the great services of Dr. Stubbs.

Most Rev. Lord *Plunket*.—If the Synod were to take action in this matter, it would be probably in the most friendly way, and it could be managed by negociations with the existing Governing Body, whereas if the Synod were compelled to go to an external body, it would be likely to create ill-will, and therefore I think it is far better, if possible, to have the matter arranged amongst ourselves, and not to have it referred to an external tribunal.

Canon *Jellett*.—I think the only feeling about the matter was lest some troublesome person might waste the time of the Synod and of the Society. As regards what Dr. Traill alluded to, I think he did not, perhaps, know that at that time there were no preparatory examinations at all for admission into the Schools, and therefore there was room for jobbery.

2780. Lord Justice FitzGibbon.—It is only by Act of the General Synod that anything can be done, and any little experience I have goes to show that you cannot pass any Act through the Synod that is objectionable to any considerable number of the members.

Most Rev. Lord *Plunket*.—I think the Synod is a great deal too conservative.

Lord Justice FitzGibbon.—What do you say, Dean, will you submit to the Synod?

The *Dean of St. Patrick's*.—Hasty legislation is not at all uncommon in the Synod, and we have suffered from men bringing forward bills.

2781. Lord Justice FitzGibbon.—Do they ever pass?

The *Dean*.—I would be satisfied with anybody who had given previous consideration to the scheme, but I don't like to have an individual member of the Synod get up and make a strong and violent party speech. He may be supported by a large number of persons in the Synod and carry a resolution.

2782. Lord Justice FitzGibbon.—They can do nothing by resolution, the power can only be exercised by an Act of the Synod. Then I presume we may leave that as it is. The next three amendments are right, except that I have a professional objection to use the word "premises" as meaning anything but what goes before. There is a verbal change which I propose to adopt, which you should bear in mind afterwards; the scheme was framed on the idea that each district should have one school of its own, but you appear to have more districts than one connected with some of the existing schools, and therefore the scheme should give power to define the examination district "or districts" to be connected with each foundation school, and to determine the number of scholarships to be annually offered for competition in each foundation school. You propose at page 16, section 18, to omit provisions 5 and 6, which define the subjects of the examinations for foundation scholarships, in order to insert one new clause instead of them. If we can settle this satisfactorily, it will clear off a great many of the objections. The clauses in the scheme are copied from other schemes, and you propose to insert instead:—

"The Governors shall determine from time to time the limits of age of Candidates who are admissible to the Examination; also the subjects of Examination in Secular and

Religious knowledge. The Examination in Religious knowledge shall either be a qualifying Examination only, or, if it be Competitive, the number of marks allotted shall not exceed one half the number of marks allotted for the Secular subjects of the Examination."

There is an objection to the same effect from Mr. Finch and the Dundalk Vestry, and I have no doubt the ages fixed in the scheme are wrong. The scheme provides that they shall be from ten to thirteen, and that the junior scholarships shall only be tenable for three years, the result might be that a clever boy getting in at ten would be out at thirteen and he would not be eligible for the higher scholarships until fifteen.

Mr. *Campbell*, Q.C.—We wish to give the Governors power to determine the ages from time to time.

2783. Lord Justice FitzGibbon.—I see no objection, but you propose to leave out—

"(5.) The secular subjects of examination shall include those of Elementary Education, not below the standard of the Fifth Class as defined by the Rules and Regulations of the Commissioners of National Education for the time being."

I am very slow to do that; it is in all the diocesan and presbytery schemes, and the object is to secure what is too much confused in this country at present, the distinction between elementary and intermediate education. You ought not to give these scholarships to any who have not already received a fair elementary education.

Canon *Walsh*.—We had not before us what was the standard of the fifth class, and that was our difficulty. We propose in the case of the girls admissible to the Roscommon school that they should be from ten to thirteen.

2784. Lord Justice FitzGibbon.—Standard has nothing to do with age. The first four classes of a National school are practically lower classes. Those children who are going on to something better should be found in the fifth and sixth.

Rev. Dr. *Tristram*.—The fifth standard is rather low. The child would be very elementary between ten and thirteen who would not be up to the fifth standard. It is desirable that they should take the fullest advantage of the National system before they derive any advantage from the Incorporated Society's Endowments.

2785. Lord Justice FitzGibbon.—Then No. 5 ought to stand as it is.

Dr. *Campbell*.—Would you have any objection to insert a clause, page 16, after (*c*), "shall also have regard to the intentions of the founder."

2786. Lord Justice FitzGibbon.—That is not the right place to consider your objection. These clauses deal only with free scholarships. Page 17, section 18, you want to leave out the words "and the same person shall not be appointed examiner in the same subject in any two successive years," and the Standing Committee want to put in "nor shall he be one who fills or has filled the office of teacher to any of the competitors." Has that occurred?

Canon *Walsh*.—No committee of any sense would ever appoint a teacher of a child as the examiner of that child.

2787. Lord Justice FitzGibbon.—Have the head masters ever, as a matter of fact, examined at these examinations?

Canon *Walsh*.—Never.

2788. Lord Justice FitzGibbon.—You all know how this clause got into our Scheme. We found as a positive fact that for years the same gentleman not only examined, but asked the same questions, year after year, in place after place, and certain masters actually on several occasions went from one examination where they had heard and written down the questions, and prepared boys for the examination held two days later in another district. Perhaps we might trust the new body, and even in Trinity College, where I believe, they have some good examiners, the same man examines in successive years. Paragraph 8 may be omitted. It was really intended to prevent abuses that formerly occurred, but I don't think you could carry it out; it seems too strict.

Canon *Walsh*.—It is impracticable.

Dr. Traill.—The last part of it is very important.

2789. Lord Justice FitzGibbon.—I think it important to show that these are to be local competitions, and that a convenient place of examination should be fixed in and for each district, and that all the candidates of the same sex should be examined together and in the same course.

2790. Dr. Traill.—Is it not important that they should examine simultaneously in the same subject?

Lord Justice FitzGibbon.—I understand that is impossible. They have sent us their list of examinations; for Ranelagh they have three centres of examination, and two for each of the other schools. They could not examine simultaneously at Achill, Galway, and Ranelagh.

Dr. Traill.—But in each district they should be examined simultaneously in the same subject. The complaint was that a few miles apart they were examined on different days, and a master came up and heard the oral examination, and then went home and spent the night preparing his boys, and they were examined next day in the same questions.

2791. Lord Justice FitzGibbon.—There is to be but one place of examination in each district, and it will follow that the examination will be simultaneous. All the candidates of the same sex shall be examined together and in the same course, and we give you express power to adopt a different programme for boys and girls, though in the Intermediate Examinations boys and girls are examined in the same course. The ages are to be settled by the governors. You want to leave out—

(*d*) "Each candidate, during the twelve months next preceding the examination, shall have been in attendance at an elementary school in the district in or from which he or she is a candidate, and shall have made at least 100 attendances as a pupil at such school."

We want to secure what the trust requires, namely, that the candidates for these scholarships shall be really local candidates, and it is a subject of complaint, in cases like this, that people have come in for the mere purpose of getting the benefit of endowments. On the other hand the condition requiring 100 attendances might exclude a deserving candidate who had been ill. We don't think you ought to let in everybody The elementary school test is a good one in general, but there are children who cannot attend an elementary school, from distance or other causes, and who, nevertheless, would be proper objects. I would suggest the adoption of the Meath clause, which provides that the candidates shall be pupils of elementary schools in the district, having given 100 attendances, but that in any special case, by resolution of the Governors, a pupil who cannot comply with that condition may be admitted.

The *Dean of St. Patrick's*.—There are cases where a family has moved from one district to another in the previous year, for instance members of the Constabulary force.

2792. Dr. Traill.—Would it meet your difficulty if it was 100 attendances in any national school. No child ought to be admitted who would not bring result fees to the teacher.

Lord Justice FitzGibbon.—There are many children in remote places who cannot attend an elementary school at all. This is the Meath clause—"Each candidate shall during each of the two preceding years have made not less than 100 attendances at one of the elementary schools managed or maintained by the Board, provided that the Board may from time to time by special resolution admit as candidate or candidates any pupil or pupils of any other elementary school being otherwise qualified."

Dec. 9, 1893.

The *Dean.*—Will you still oblige them to be in the district?

2793. Lord Justice FitzGibbon.—I think they ought to be.

Dr. *Campbell.*—I think so too.

The *Dean.*—That would be very hard. We have a case where a family has moved from one district to another.

2794. Lord Justice FitzGibbon.—We will give you power to deal with exceptional cases, *prima facie*, the qualifications will be residence and school attendance, and, if for any special reason the Board dispenses with these, we give them power to do so.

Mr. *Campbell*, Q.C.—The rider would enable them to dispense with any part of the subsection.

2795. Lord Justice FitzGibbon.—Yes. There is another clause which I propose to put in here. There ought to be a general power to prescribe the form of application and the evidence of qualification, such as certificates from clergymen, schoolmasters and others that the children are qualified, but, to meet a subsequent matter, we should provide that each candidate admitted shall be seen either by the Local Committee or by some person appointed by the Governors. Written certificates about candidates are not always to be relied on, and seeing the children in the flesh is important. You want to leave out the limit of three years for the term of the scholarship, and I am quite willing that it shall be fixed by the Governors. But you want to leave out the limit of age too. That is rather strong. Sixteen years was proposed because it is the Intermediate limit.

Dr. Traill.—Sixteen years is long enough surely.

2796. Lord Justice FitzGibbon.—I don't think a foundation scholarship of this junior class ought to be held longer than sixteen.

The *Dean.*—If he gets it at fourteen or fifteen?

2797. Lord Justice FitzGibbon.—Would you allow him to keep it, and to keep another out of it, until he is eighteen?

Canon *Walsh.*—Two years always and another year if there is a special resolution.

2798. Lord Justice FitzGibbon.—There ought to be some limit to the enjoyment of these schoolboy exhibitions.

Dr. *Campbell.*—A boy of eighteen ought to be out of these schools.

2799. Lord Justice FitzGibbon.—Any boy who won one of your scholarships ought to be able to get one at the Intermediate Examinations to succeed it, and he can't do that after sixteen.

Mr. *Campbell*, Q.C.—They would like a boy who got it at fifteen to have two years of it.

Canon *Walsh.*—Would you make it obligatory on the Society to leave the boy in the school until he was of the prescribed age?

2800. Lord Justice FitzGibbon.—No, it is a limit on the Society beyond which you shall not go. "Shall be tenable for such term as the Governors shall from time to time prescribe, but not after he is of such and such an age," would be the way to put it.

Dr. Traill.—The advantage of having the age prescribed is to prevent boys over age competing with boys of the age at which they ought to compete.

2801. Lord Justice FitzGibbon.—What do you say, Dr. Tristram?

Dr. *Tristram.*—I think it should be tenable to seventeen.

Dr. *Moore.*—I think seventeen.

2802. Lord Justice FitzGibbon.—Then let it be not more than seventeen; not to the end of the calendar year in which he attained seventeen, which might give him to seventeen years eleven months, but we will put in seventeen.

Mr. *Finch.*—I think it should be eighteen, we have very promising boys who get in at fifteen and make good progress. My point is, that a boy, before he is turned out of these schools, should have a chance, if he is a clever boy, of gaining a senior scholarship, and if a boy only joined school at fifteen he could not make up the senior course by seventeen.

Dr. *Campbell.*—Should not boys come up for the junior scholarships earlier than fifteen?

Mr. *M'Clelland.*—The course for entrance in the provincial schools has been already fixed. The average boy ought to be able to get it at about thirteen or fourteen at the very outside, and he would be eligible for a senior scholarship at fifteen.

2803. Lord Justice FitzGibbon.—What is the age at which a boy ought to get one of these junior scholarships?

Canon *Walsh.*—Fourteen.

2804. Lord Justice FitzGibbon.—That tends to show that seventeen is the outside limit at which he ought to give it up.

Mr. *Baile.*—The average number get it between fourteen and fifteen.

Mr. *Campbell.*—I think seventeen will do.

2805. Lord Justice FitzGibbon.—Now on page 18 there is a point which I am anxious to concede, we proposed that the senior scholarships should be confined to pupils desiring advanced education or to qualify themselves for the profession of a teacher. We had the girls at the Celbridge Training School in our view, but for the reasons given by Mr. Finch and the Society, we are quite willing to leave that out, and to allow the best pupils to win these senior scholarships, irrespective of their ultimate objects.

Canon *Keene.*—I think you might increase the limit of all the senior scholarships to twenty-two. The argument was from the Training College, they cannot enter that before eighteen, and generally not until nineteen or twenty.

2806. Lord Justice FitzGibbon.—If a boy having got a school scholarship at fourteen then goes into Santry as a senior scholar at seventeen, and has three years there, surely he ought to leave at twenty.

Dr. Traill.—Recently we had to legislate in Trinity College to prevent junior freshmen holding on scholarships for seven years.

2807. Lord Justice FitzGibbon.—I would be willing to allow him to hold it until he comes of age, provided he does not hold it for more than three years.

Canon *Walsh.*—We propose that the limit should be omitted, and that it should be left to the Governors to decide the time.

2808. Lord Justice FitzGibbon.—We must impose some limit, we will make it correspond to the limit for the other schools, and provide that you may define the term short or long, but not so as to continue the scholarships to people over age.

Dr. Traill.—If they hold it more than three years they prevent anybody next year getting it.

Canon *Walsh.*—It never has been done.

2809. Lord Justice FitzGibbon.—Now page 20, section 24, you propose:—

> "That, after the word 'pupils,' at end of first paragraph the following words be added:—'and also secular and technical instruction alone to the children of parents not belonging to the said Church if their parents should so desire, provided that they do not hold foundation places.'"

We could not admit these words for several reasons, "Provided that they do not hold foundation places" implies that they might do so, but the foundation places are limited to members of the Church, but we will insert a clause, in the proper place, that notwithstanding anything in the scheme the Governors may admit to their Schools pupils of other religious denominations as paying pupils, but not as foundation scholars under the Intermediate Conscience Clause, that is, that those pupils shall not receive any religious instruction to which their parents or guardians object, and that, if they are received, such arrangements shall be made as will enable them to get the full benefit of secular instruction.

The *Dean.*—That will do very well.

2810. Lord Justice FitzGibbon.—Section 25, page 20, has to go out. The next question is that of a Local Committee; we are very much wedded to this in some shape. From what we saw of the schools we all came to the conclusion that additional local supervision of some sort is required. I candidly tell you that there has been some drifting away from the local trusts, and a good many of the local endowments have been withdrawn from the local purposes of the founders and have fallen into the general fund. Local interest has more or less fallen into abeyance, and, for every reason, we are very anxious that somebody in each locality should have the right and be induced to undertake the duty of going from time to time to the schools. You visit very well from Dublin, perhaps once or twice a year, but that is not enough. One of the masters was enthusiastic about having some of his neighbours to visit his schools. Others did not seem to wish it, and we were equally impressed by both, for those who did not wish to have local visitors seemed to us to want them most. But the clause, as drafted, might set up a dual control which would be injurious, and we propose to amend it. We wish to insist that "A Local Committee shall be appointed, as hereinafter provided, to assist the Governors in the management of the foundation schools," but we will give the Governors full power to define their functions. I should like to put on the Bishop and the local Governor, and I would be glad to allow the Bishop to nominate a third, because, under your charter, the Bishop has already powers of supervision and nomination. Leave out the words prescribing their duty to visit, but let them visit whenever directed by the Governors, and also report to the Governors as they themselves think advisable or as the Governors require, and they should also have an opportunity of considering all applications from local candidates for competition. The objection goes to the root of the committee altogether.

Mr. *Dix*.—We think there would be a difficulty in getting a Local Committee.

Canon *Walsh*.—It is desirable if it could be secured.

Dr. *Campbell*.—I think it could be secured and that the objection ought not to be pressed, and that this clause ought not to be weakened but strengthened and the Committee should be five instead of three. I have been struck with what has evidently struck you that, in some cases, there is a necessity for supervision. I know one school particularly—I allude to Farra—which was very nearly collapsing altogether, and was only saved by one of the persons in the neighbourhood who took an interest in it.

Canon *Walsh*.—The catechist was there to look after the school.

2811. Lord Justice FitzGibbon.—We found that the catechists had most divergent views about their duty; one catechist, and the master also, told us that it was his duty every Friday to check over the accounts and to look into all matters of that kind, and he and the master appeared to work harmoniously together. In another school it was conveyed to us that if the catechist asked to look over the accounts, or to do anything beyond giving his hour of religious instruction, he would have been met very unceremoniously by the master, and he acquiesced in being a mere catechetical visiting teacher. How are we to amend this?

Canon *Walsh*.—What are we to do if we cannot get a Committee?

Dr. *Campbell*.—I want it in the case of the Ranelagh School, the Rector of Athlone should be also added.

Canon *Walsh*.—Insert "if practicable."

2812. Lord Justice FitzGibbon.—"If practicable" means "if you choose." It would be always practicable if we form the Bishop, one person nominated by him, and the Incumbent of the parish into the nucleus of a Local Committee. I confess we are rather firm in our conviction that every one of your remote schools wants someone in the locality to take an interest in it, and would be the better of it.

Canon *Jellett*.—I was always in favour of that.

2813. Lord Justice FitzGibbon.—It would be invidious to make it optional; there would then be a discussion and decision in Dublin, where the local people would not be heard, as to whether there should be a local committee or not.

The *Dean*.—We are all in favour of a local committee if it can be got.

2814. Lord Justice FitzGibbon.—Then I propose to modify the clause by enacting that there shall be the Committee, but that the Governors shall have wide power of regulating their proceedings, and that the fixed times for visiting, &c., shall go out.

Dr. *Campbell*.—Do you think that ought to go out?

2815. Lord Justice FitzGibbon.—I do, because the Governors will have power to do what is best in each case.

The *Dean*.—Are you leaving in the word "supervision?"

2816. Lord Justice FitzGibbon.—No; it indicates a control which the Governors primarily possess. Let the management rest with the Governors, and let them prescribe how the Local Committee shall assist in it; there will be some verbal changes.

Mr. *Campbell*, Q.C.—How will their constitutional functions be defined at all?

2817. Lord Justice FitzGibbon.—We shall provide that the Bishop or his nominee, the Incumbent of the parish, and the local Governor, shall be members of the Local Committee.

Lord *Plunket*.—If they have not their functions prescribed they will be checkmated.

2818. Lord Justice FitzGibbon.—They shall have power to visit the school and to report; they will have a right of entry at all reasonable times.

Dr. *Campbell*.—I think they ought to have some regard to land tenures and property.

Mr. *W. P. Chapman*—Oh, no.

Dr. *Campbell*.—Excuse me; you are the Secretary and I am not. I think it is very important that local persons who know the property should know when leases are about being renewed, and anything of that kind is being done. It ought not to be possible for an agent to become a middleman under the Board; a thing of that kind can be checked by a Local Committee.

2819. Lord Justice FitzGibbon.—They have an Estates Committee in the Royal Schools, and here the Board in Dublin may refer to the Local Committee anything about the local endowment.

Mr. *Baile*.—Is the efficiency of the schools to be decided by the Local Committee?

2820. Lord Justice FitzGibbon.—I propose to leave that out, but the Local Committee can report to the Governors in Dublin as to what is going on. Now, about the removal of the headmasters,—the proposal in the scheme is very cumbrous, that no headmaster or mistress shall be removed except by a resolution passed at a meeting at which not less than nine Governors are present, and confirmed at a subsequent similar meeting. Those two meetings are really no protection to anybody, and very often prove a very great nuisance in railway matters, we, however, from an early stage, after communication with the Headmasters' Association, have always made some extra provision for the protection of the tenure of the office of Headmaster. I think it would be enough to say, "Except upon a resolution of the Governors passed at a meeting held upon notice to consider the matter, and at which not less than nine Governors are present, and the master or mistress shall have an opportunity of being present and being heard."

Canon *Walsh*.—That word "may" in the second line on page 25.

2821. Lord Justice FitzGibbon.—"Shall" ought to be "may" there. As to the fees, there is a confusion, I

Dec. 9, 1893.

understand. The fees paid by parlour boarders are received by the master and not by the Society, but of course the masters ought not to be at liberty to charge any fees that the Governors did not approve. The Governors may regulate the fees to be paid by the pupils other than the foundation scholars, but they ought not to have any power to remit or modify a fee that is not paid to themselves.

The *Dean.*—We propose to insert words limiting the power to those fees that are payable to us.

2822. Lord Justice FitzGibbon.—Now we come to a point on which there is a little difference of opinion, No. 30, as to the catechist's salary "not exceeding £50" is to go out, because we hope you will always pay him less. The scheme provides that "the Governors, with the concurrence of the Bishop, may at any time determine the appointment of the catechist." That is objected to by the Governors, they say they ought to determine it themselves.

Most Rev. Lord *Plunket.*—The appointment is to be with the concurrence of the Bishop, but I see no objection to the omission of the words "as to his removal."

2823. Lord Justice FitzGibbon.—Very well, the Bishop must concur in putting him in, but the Governors alone can turn him out.

Most Rev. Lord *Plunket.*—The Bishop is to take care that he is a suitable man when appointed, and if he is turned out, that the next person also is suitable.

2824. Lord Justice FitzGibbon.—The next is a proposal that :—

"It shall be the duty of the Catechist to give religious instruction in person to the Pupils in the School for not less than two hours in each week, except during vacation, to arrange and superintend the religious instruction given by the teachers in the School, and to perform such other duties by way of inspection, examination and supervision, as the Governors may from time to time prescribe,"

Mr. Finch says the time given now is one hour, but whether it is to be one or two is a matter for the Governors to say, and I don't think we ought to fix it.

Canon *Jellett.*—One hour would be abundance in some schools and utterly insufficient in others.

2825. Lord Justice FitzGibbon.—"To arrange and superintend the religious instruction." There is rather an important observation on that from the Standing Committee ; they propose to leave that out and to say "Such duties by way of arranging religious instruction." They say :—

"The dual control here enjoined might prove injurious. The last words to perform such other duties, etc., give the power in cases where it should be thought necessary."

Power in a visiting catechist "to arrange and superintend the religious instruction" given by the teachers in the school, as well as by himself, looks very like a piece of machinery that will produce friction.

Most Rev. Lord *Plunket.*—Certainly, that is what the Standing Committee thought that the Governors should have power in general or in any particular case to arrange with regard to religious instruction. I would propose in the last line after the word "may" to add "as the Governors may in general or in any particular case."

2826. Lord Justice FitzGibbon.—That would be implied.

The *Dean.*—What is the objection to allow him to superintend the religious instruction.

2827. Lord Justice FitzGibbon.—You can direct him to do it if you please, but if by this amendment of the scheme you bind yourselves to allow him to arrange and superintend the religious instruction as he pleases for all the teachers as well as himself, he may walk in on a man who is just as competent as himself, and you will have a squabble without any power to end it.

The *Dean.*—He is the person responsible to the Society for the religious education of the children.

2828. Dr. Traill.—We have had the same question in National Schools. The rule I have made is that the clergyman has absolute power when he is there himself, but he has nothing to do with the teacher when he is not there. I would not allow any clergyman to interfere when he is not there himself.

Canon *Jellett.*—The teachers prepare the religious instruction for the catechist, it is a matter of mutual arrangement between the catechist and the teacher.

2829. Dr. Traill.—But you propose to give the catechist absolute authority.

The *Dean.*—It is not a matter of mutual arrangement, the catechist determines what lesson the child is to learn, and the master may say you are not to determine what the child is to learn, I am to determine it.

2830. Dr. Traill.—The master is to be subject to the Governors, you cannot have two masters in the same place.

Most Rev. Lord *Plunket.*—No, and you must remember there is a great difference between schools. In some places there is a teacher who is perfectly competent to arrange these matters, and who would feel it very keenly if there was an authority put over him other than the Governors. If the Governors felt that in any particular case the catechist required to have authority to arrange these matters, they would have power to do so, but to give all catechists absolute power to arrange the religious teaching in every school, no matter how competent the schoolmaster might be, would never do.

The *Dean.*—Supposing he says—"I will take my pupils through the gospel of St. Matthew," and the teacher says "I prefer the gospel of St. Luke,"—is the catechist not to have the power of saying "It is the gospel of St. Matthew the boys are to learn"?

Most Rev. Lord *Plunket.*—No, I think it is the duty of the master, as a rule, to arrange what the teaching in his school shall be ; the duty of the catechist is to see that the teaching is properly given, and that it is up to the right standard, and if there is any difficulty between them let it be referred to the Governors, but I think it would be a most invidious interference on the part of the catechist with the teacher of the school, that he should determine what religious instruction should be given.

Mr. *Baile.*—Might I say a word as a teacher? At present the programme for our religious instruction is laid down by the Board of Religious Education, and we follow that from year to year, and I think it would be rather hard on us that the catechist could come in and change it to something else.

2831. Lord Justice FitzGibbon.—You might have a catechist who did not approve of the programme.

Most Rev. Lord *Plunket.*—Will the words "as the Governors may from time to time prescribe" be sufficient to enable them to vary their decisions in particular cases?

2832. Lord Justice FitzGibbon.—Certainly. The next proposition from the Standing Committee is to remove the limitation on the establishment of non-foundation schools to places where there is no adequate provision for intermediate or technical education. It ought to extend equally to cases where there is no adequate provision for elementary education.

Mr. *Campbell,* Q.C.—Is not that provided for by sub-section 6.

2833. Lord Justice FitzGibbon.—It is not. The Governors may aid non-foundation schools anywhere, but they cannot found them. It is at the end of this clause that the provision would best come in, that the religious education shall be in accordance with the doctrines of the Church of Ireland. On page 24 there is a question about the proper definition of Natural and Experimental Science. It appears that among the denominational distinctions in Ireland this is one. Dr. Molloy says, that the right term is "Natural Science," Professor FitzGerald says it is "Physics," but I hope that if we put in "Natural and Experimental Science" you will teach everything. We shall put in a separate clause enabling you to aid in supplying requirements for technical education ; it is very

necessary. Page 25, the Standing Committee want to make the grants in aid one-fourth instead of one-fifth of the local contributions, is there any reason for that?

Dr. *Kingsmill Moore.*—To give the Society larger powers in giving grants.

Mr. *Campbell*, Q.C.—The Society instructs me to say they would rather have it as it is.

Dr. *Campbell.*—Why put in a limit at all?

2834. Lord Justice FITZGIBBON.—Because, if there are endowments, there is a great tendency on the part of local people to save their own pockets at the expense of others.

Canon *Walsh.*—Let it stand as it is.

2835. Lord Justice FITZGIBBON.—Now, in No. 36, we want the annual meeting to be held at a time when as many country people as possible are in town. Would it do to say in April or May.

Mr. *Chapman*—The accounts close on March 31.

Lord *Plunkett.*—Would you say "in or near" instead of "during" the week in which the Synod meets?

Canon *Jellett.*—April or May will do very well.

2836. Dr. TRAILL—Is your rent account made up to the previous November 1.

Mr. *Chapman.*—All rents are included up to November 1, all outgoings to March 31.

2837. Lord Justice FITZGIBBON.—The proxies go out, and therefore we ought to reduce the *quorum* of the Society to twenty. On page 27, we thought Dr. Stubbs was your treasurer, we will put in the bank. The Governors ought to meet at least once a quarter, and the Standing Committee at least once a month, except in vacation.

Canon *Jellett.*—Quite right.

2838. Lord Justice FITZGIBBON.—Clause 43 will run:—

"The committee of fifteen shall constitute the Standing Committee until their successors are appointed."

We don't want to tie you down to fifteen. In clause 45 you want a change which I should be sorry to make, even if we had the power which we have not. The Act of Parliament requires that all accounts of endowments under our schemes shall be audited by an auditor of the Local Government Board, or by some other competent authority approved by that Board. Where a competent auditor is suggested the Board usually accept him, but you will find that he costs about twice as much as the Board's auditor. Most satisfactory arrangements have been made for the public audit, and we have no power to alter this clause. You should consider whether you will not have your accounts balanced on December 31 next after the Scheme comes into force, and then keep your accounts by calendar years. On page 48 you want us to say "1st November," instead of "the gale day next preceding the account." There is a very good reason for leaving it as it is. There is one charity I know in which the accounts are closed on October 31 and audited in the following July. The rents are payable on 1st November and they allow credit for the hanging gale besides to the agent, so that he has been allowed to keep an average of £1,000 a year in his hands for the last forty years, though every Commission has reported against it: we don't want you to do that. This is a Chancery rule that the receiver must bring down his account to the gale day before he lodges it. The last clause is wrong, and we will make it right. Now, I think, all the objections of the Standing Committee have been disposed of, and so are all Mr. Finch's, except one. He wants the senior foundation scholarships to be tenable at any school of the Society. Our idea, as at present advised is, that if there are senior boys in Dundalk or any other school, except Santry, they should not be on the foundation. The system of the Incorporated Society from the beginning has been to put their senior exhibitioners into one school and to give them the best possible mathematical teaching there together.

Mr. *Finch.*—Since the change in the time for which the junior scholarships may be held and the change of age, I would not press that objection.

2839. Lord Justice FITZGIBBON.—Now, I should like to read the objection from St. Mary's, Athlone.

"The Rectory, Athlone,
"9th October, 1893.

"GENTLEMEN,—At a meeting of the Select Vestry of the Parish of Athlone, held this day, the Draft Scheme for the Incorporated Society's Schools was discussed, and I am directed to submit for your consideration the following resolution passed by the Select Vestrys:—

"'The Select Vestry of the Parish of Athlone, having had under their consideration the Draft Scheme for the management of the Ranelagh Endowments, are unanimously of opinion that (1) that Scheme does not sufficiently guard the Educational interests of the Protestant poor of Athlone, Town and Manor, for whose exclusive benefit the Endowment was originally provided; and (2) further that the Scheme does not provide sufficient local supervision and control of the School in accordance with the intentions of the founder, and the Vestry hereby resolve that, unless the Scheme be in these points further considered and amended by the Commissioners, that the Rector of Athlone, the Rev. R. S. D. Campbell, D.D., be authorized to appear on their behalf before the Privy Council, with such legal assistance as he may require, to oppose the passing of the Scheme in its present form, and to urge the claims of the poor Protestant inhabitants of the Town and Manor of Athlone.'

"I remain, Gentlemen, yours most respectfully,
"RICHARD S. D. CAMPBELL."

I would direct Dr. Campbell's attention to what we have done. In the first place, the Select Vestry might have mentioned that the Protestant inhabitants of Athlone have not had any rights at all for 130 years; they never had any special benefits from the Ranelagh Endowments, and, if their claims have been ignored, it is not our doing. Whatever the scheme does is in the direction of recognising local claims, and this might have been referred to in the objection. There was a provision in Lord Ranelagh's original deed of 1708 for the foundation of two schools at Athlone and two at Roscommon, one for boys and one for girls in each town. From 1708 to the Act of 1 George III., 1760, nothing whatever had been done to carry out the trusts, and the Act of Parliament recited that, in the then present circumstances of Athlone and Roscommon, those four schools, if erected, would not be of much advantage either to the town or to the public. There was substituted for the deed, by the statute, a provision that there should be established in Athlone and Roscommon with proper accommodation two schools for the reception, maintenance, and education of so many poor Protestant boys and girls as the clear remaining income of the endowment would properly maintain and support under such rules and regulations as the Society should direct and appoint. The statute made no provision for the boys of Athlone or the girls of Roscommon, and the selection of the pupils has been ever since entirely at the discretion of the Society. We felt very strongly with Dr. Campbell that there was not as much attention paid at present to the local wants as there ought to be. Evidence was given before us that Athlone boys could not get into the Ranelagh School as free scholars, except as boarding pupils, and no amount of merit or of necessity on the part of an Athlone boy could get him any advantage from the endowment unless he won his way into the school by competition as a boarder, and charged the endowment with all the consequent expense, even though he preferred to live with his parents in the town. We thought that was wasteful and wrong, that there was no reason why a poor boy who wanted to go as a day boy should be forced either to pay or to compete for

Dec. 9. 1893.

a boarder's scholarship, and we put in a provision that we thought would meet this :—

"If the inhabitants of any Parish Diocese or other locality in the District are entitled to benefit from any of the Special Endowments, by way of free places or places at reduced fees to be maintained in connection with the Foundation School of the District, the Governors shall, from time to time, make such arrangements as shall appear necessary or expedient to enable qualified candidates from the locality to compete for and to obtain such benefit according to the results of the Annual Examination to be held as aforesaid, and may fix the number or amount of the Scholarships to be awarded, and may declare the conditions of competition, in the District, accordingly."

I should have been better pleased, in their own interest—for personally I don't mind a bit—if the Select Vestry, instead of "most respectfully" talking of "legal assistance" and the Privy Council, had simply done what the Act of Parliament and our notice on the Scheme told them, and given us the amendments which they wished us to consider.

Dr. *Campbell.*—I am quite prepared to propose several amendments.

2840. Lord Justice FitzGibbon.—You got two months to do so, and a notice asking you to do so was endorsed on the draft scheme; but we will hear you now.

Dr. *Campbell.*—Athlone has certainly been somehow or other, by some carelessness in the Act of Parliament or some misinterpretation, done out of the benefits of an endowment specially provided for it, and as a matter of fact other persons have to do the work in Athlone that ought to be done by the Incorporated Society. I hold in my hand the opinion of a lawyer respected though he is dead and gone, Edward Pennefather, and he says :—

"I am of opinion that the children of the neighbourhood of Athlone are entitled to the preference, if indeed they have not an exclusive right to the benefit of these schools. I think this may be inferred from the use of the word "conveniently" on page 16 of the Act of Parliament, comparing the expression with the declared intent of the donor to provide for the instruction of poor Protestants in the town of Athlone, and a recital that it will be actually for the benefit of the said towns of Athlone and Roscommon that the lands should be vested in the Incorporated Society."

Vestries are not good at drawing up resolutions, but what I want to submit is that you sit here as judges with power to correct a wrong. The poor Protestant inhabitants are not getting the benefit of the endowment that they ought to. It is quite possible for you to frame a scheme so that a grant should be made to maintain an elementary school in Athlone, or that the Ranelagh School should be opened to poor children, as I think the donor of this large sum of money intended it should be, and if the boys of Athlone were taken into it some provision might be made for the girls.

2841. Lord Justice FitzGibbon.—We have tried to do a great deal for you. The trusts of the Endowment are set forth at page 13. Under this Scheme the Incorporated Society will be bound, when offering places for competition, to provide that Athlone boys shall be admissible to compete, and to come in, not only as boarders, but as free day boys. Further, they must have regard, in every case, to the amount of the endowments, general or special, available for the support of the school of the district, in fixing the number and amount of the scholarships.

Dr. *Campbell.*—What do you mean by district?

2842. Lord Justice FitzGibbon.—The district in which the school is situated.

Dr. *Campbell.*—I want that it shall be restricted to the original intention of the founder.

2843. Lord Justice FitzGibbon.—The original intention of the founder is not restricted to Athlone boys, the very opinion you have read is that they are to have a preference.

Mr. *Campbell*, Q.C.—All these matters were gone into at the Commission of 1858.

Dr. *Campbell.*—I say the governors are leaving to me and others to do their work, the cream of the boys, the rich boys, are taken away by them and educated, and they leave me to educate the poor boys whom it was the intention of the founder to educate.

2844. Lord Justice FitzGibbon.—The Scheme endeavours to provide advantages for Athlone, and if you think it fails to do that sufficiently, you ought to suggest amendments, as others have done, instead of passing such a "*brutum fulmen*" as this resolution.

Mr. *Campbell.*—The report of the Commission of 1858 says :—

"A complaint was preferred in evidence before us as to the right of admission of boys into the Ranelagh School, it was urged that the right was confined to the poor of Athlone, but that children were received from all parts of Ireland. It seemed to us, however, on investigation, that the complaint was without foundation. We ascertained that the Society had acted in this matter on the opinion of counsel so far back as June, 1839, to the effect that the children might be selected by the Incorporated Society from any locality for admission into the School on the Ranelagh foundation, the trusts the Society are bound to carry out being those declared in the private Act of Parliament vesting the Ranelagh Estate in them, and not those in the original deed of grant."

2845. Lord Justice FitzGibbon.—That is all very well, but we want to recognise the intention of the Governor if we can, and he certainly wanted to benefit Athlone and Roscommon. If Dr. Campbell will send us any definite amendment in writing on Monday, I will consider it carefully and show it to Judge O'Brien. We are giving the localities a representation on the Governing Body, and we are directing them to have regard to local trusts, and to make provision for local children, I don't think we can do more, but we are willing to try.

Dr. *Campbell.*—I will send in the suggestions.

Mr. *Baile.*—I hope it won't be on the lines he has suggested, that the boys of the town should be sent in indiscriminately, and without proper competition.

Lord Justice FitzGibbon.—I am not inclined to injure the present efficient Intermediate School by turning it into an Elementary Poor Schools.

The sitting terminated.

PUBLIC SITTING OF THE JUDICIAL COMMISSIONERS—MONDAY, OCTOBER 22, 1894.

Oct. 22, 1894.

At the Four Courts, Dublin.

Present:—Right Hon. Lord Justice FitzGibbon, and Right Hon. Mr. Justice O'Brien.

The Secretary, N. D. Murphy, M.A., was in attendance.

DRAFT SCHEME No. 144—THE ERASMUS SMITH ENDOWMENTS, and the Objections and Amendments thereto.

Adjourned Sitting.—Judgments of the Judicial Commissioners.

The following persons were present:—Right Hon. *The Vice Chancellor*, Treasurer of the Board of Governors; Rev. the *Vice-Provost* of Trinity College; Rev. *H. R. Poole*, F.T.C.D., with *Frank Browne*, Esq., Registrar, and *John Maunsell*, Esq., Solicitor, on behalf of the Governors of the Erasmus Smith Schools; *James Henry*, Esq., on behalf of the Intermediate Education Committee of the General Assembly; *W. M. Jellett*, Esq., Barrister-at-Law, on behalf of the Board of Trinity College, Dublin, and the Governors of the King's Hospital, Oxmantown; Rev. *D. Humphrys*, C.C.; Rev. *Wallace M'Mullen*, D.D.; Rev. *J. H. Walsh*, D.D.

Lord Justice FitzGibbon.—At the *close of the last inquiry which our Commission held concerning Erasmus Smith's Endowment, I stated that, if the Judicial Commissioners could not concur in framing a Scheme to be submitted for the approval of the Lord Lieutenant, we would appoint another occasion, on which we would publicly state the conclusions at which we had arrived, with such reasons as we might think it right to give. I added for myself that our position was a judicial one, that our opinions ought to be dealt with as judicial opinions, and that they should be expressed in a responsible and considered manner before the public.

Our duty and position on this occasion appear on referring to the procedure prescribed by our Act. We first held public inquiries in Dublin and at each of the principal Schools, and gave the governing body an opportunity of being heard, as directed by section 19. The Governors submitted a †Draft Scheme which section 20 directed us to take into consideration before preparing our Scheme. A majority of the Commission then prepared and published a ‡Draft Scheme, under section 21, but it was accompanied by a §protest from Dr. Traill, and by a statement from me that I was unable to accept it, and that it had been prepared without my concurrence, and against my opinion on several important points. It was also accompanied by ||observations from Dr. Molloy, qualifying his approval of it, describing it as, in some respects, open to grave objection, and explaining the grounds on which he had been able to concur in its publication. This Draft Scheme was met by seventeen objections and amendments, put forward, under section 22, by different parties interested, and at the expiration of the prescribed period for objections, we collectively held the last Public Inquiry in this court concerning the subject matter of that Scheme. On that occasion the objectors were fully heard, in person or by Counsel, by the Full Commission. No person appeared to support the Draft Scheme as it stood, and the meeting closed with the promise which I have read, and which it is now our duty to fulfil.

Section 23 enacts that, after the holding of such an inquiry,

"the Judicial Commissioners shall proceed to consider the objections made to them in writing respecting the Draft Scheme and any amendments proposed thereon. And thereupon they shall, if they think fit, frame a scheme in such form as they think expedient, and submit it for the approval of the Lord Lieutenant in Council."

This duty is imposed on the Judicial Commissioners alone, and the responsibility at this stage devolves entirely on us. Section 4 provides that every Scheme submitted for the approval of the Lord Lieutenant shall be signed by both the Judicial Commissioners under their hands. Therefore, unless we both "think fit" to frame a Scheme, and agree upon some form of Scheme, which both of us think expedient, the Endowment cannot be dealt with under the Act, and it must continue to be administered by the same authority as before, subject to the ordinary law and jurisdiction, and to the ordinary remedies, which are available to control the application of charitable property in general. Our failure to concur in framing a Scheme leaves things as they are; we may have failed to do good, we can have done no harm. But I hold myself bound to do all that I lawfully can, nevertheless, to frame a Scheme in every case in which questions of principle are raised, so as to give the opportunity, which our Act affords, of bringing such questions to a decision before the Privy Council, and in Parliament. Schemes framed under our Act, when finally approved, have the force of statutes; they cannot reach that stage if the Privy Council, or either House of Parliament, disapproves of their provisions. And it is, therefore, only where the violation of some vital principle binding upon my judicial opinion is involved, that I feel justified in refusing to sign a Scheme.

But we are Judicial Commissioners in title, tenure, and duty. Before we sign any Scheme, we are bound to satisfy ourselves that it is just and lawful, as well as expedient, and if we think that it contains anything contrary to the special provisions of our Act, or to the principles which govern judicial action, we cannot sign it. It can scarcely be a matter of surprise that, in the wide range of our duty on this Commission, which has framed more than 200 Schemes, one case should have arisen—and it is the only case—in which we are unable to agree. But we have not differed upon any small points; it is not through the action of either of us, more than of the other, that we have failed to agree upon the mode of extending the benefits of this endowment. In fact I had hoped, until a very recent date, that not only the Judicial Commissioners, but all five of us, might have worked out a Scheme conferring wider and more practical advantages, upon the objects mentioned in the instrument of foundation in this case, than those that were offered by the Draft Scheme published by the majority, and that without depriving the existing Grammar Schools of any of their means of usefulness, and without doing violence to the intentions of the Founder. I am, therefore, not alone responsible for the failure to frame a Scheme, upon which the judgment of the Privy Council and of Parliament might have been taken and obtained, on all the claims which have been brought before us. But,

* *Supra*, p. 82. † Rep., 1885-6, p. 443. ‡ Rep., 1891-2, p. 141. § Rep., 1891-2, p. 172. || Rep., 1891-2, p. 167.

Oct. 22, 1894.

unfortunately, difficulties arose before that point was reached which have proved insurmountable, and I can now only state the nature of those difficulties, our attempts to deal with them, and the reasons which have determined my own judgment in the matter.

The history of this Endowment covers 250 years. Since the original deed of foundation, it has been the subject of three Royal Charters, of several Acts of Parliament, and of the inquiries and reports of numerous Commissions. We have heard all the parties interested, at every stage and in every locality, and at great length. The Endowment is valuable, and the case raises most difficult, complicated, and important questions. It is, therefore, impossible for me to be brief, but I shall endeavour to confine myself to what is material, and, in order to ensure accuracy, and to do justice to myself and to those who are entitled to know and to criticise my reasons, I have written my judgment.

The Draft Scheme deals with an Endowment which is altogether of private origin—the single gift of an individual for charitable purposes. It was his to give or to withhold; he was entitled to declare the purpose and to prescribe the conditions of his bounty, as he pleased within the law. It was open to those whom he wished to benefit, to accept or to refuse the benefits which he offered, but they could not alter the Founder's terms. We have nothing here to do with public property or with public rights; we have only to administer the charity of a private person according to his intention. Any neglect or violation of that intention is not only unlawful in itself—it is contrary to public policy and to the settled principles of jurisprudence.

The property consists entirely of land, or of money representing land, granted to Erasmus Smith as an "adventurer," in the Settlement which followed the troubles of 1641. He was born in 1610, and his first adventure in Irish land was in 1642. From that time until his death, he was actively engaged in Irish affairs. He took the side of the Parliament in the Civil War, and he received large grants of land in different parts of Ireland, of which the School Endowment is only a portion. The estates of which the tenants and inhabitants were entitled to special advantages under his Foundation, are to be found in nine counties—Tipperary and Limerick, in Munster; Meath, Westmeath, Kildare, King's County, and Louth, including Drogheda, in Leinster; and Galway and Sligo, in Connaught. It has been suggested that Erasmus Smith was in some way coerced to impose the conditions which he attached to the enjoyment of his endowment—in other words, that he was an unwilling agent in imposing a religious character upon his Foundation. There is no evidence whatever to sustain this view, and we have certain contemporaneous records to contradict it, from 1657, the date of the first deed of Foundation, to 1691, the date of his will and death. This period extends from the Commonwealth, through the whole reign of Charles II., and the whole reign of James II., well into the reign of William and Mary; and, during all the political and religious changes of that troubled time, I can find no "shadow of turning" in the aim of Erasmus Smith, nor any omission to insist upon the observance of the conditions which he imposed upon the acceptance of benefit from his charity, nor any vagueness in the statement of his intention.

I propose to consider two questions—First, what was his intention; secondly, how far are we bound now to regard it? The first question depends on the documents relating to the endowment during his lifetime; on the second question I shall refer to what has been done since his death by the Crown, by Parliament, and by previous Commissions, and to the proceedings of our own Commission. It will then only remain to consider, as our Act requires, our own Draft Scheme, the Draft Scheme submitted by the Governors, the objections made, the amendments proposed, and lastly, the proposal which I made for the settlement of a scheme.

In my judgment, the first and paramount intention of Erasmus Smith was to establish a fixed number of Grammar Schools, in localities appointed by himself, and to give combined religious and secular education to all who were willing to receive it—those pupils of the school who were poor, children of his tenants, or inhabiting any of his lands in the nine counties I have mentioned, being entitled to special privileges, and to preference in free schooling, clothing, advancement to the University, and other advantages. But it was a vital, essential, integral part of the education offered, that it should include Protestant teaching. In his own words "his end in founding the schools was to propagate the Protestant faith according to the Scriptures." Such an intention is lawful; and the propagation of their own religious views has ever been a leading motive with Founders.

It follows that, if we are bound by his intention, we must provide for the maintenance of his Grammar Schools, under Protestant government, with Protestant Masters, as places in which Scriptural instruction shall be given by Protestant teachers.

The Endowment has increased in value beyond the needs of the Grammar Schools. Erasmus Smith indicated his intention of applying the surplusage to certain subsidiary objects with less strictness, and if a Scheme had been framed which first completely secured the maintenance of the Grammar Schools, and made adequate provision for the advancement of the pupils of those schools at the University and otherwise, in accordance with the founder's intentions, I should have been prepared, even at some risk of being charged with inconsistency, to have applied the surplus funds to technical and agricultural education, from which the tenants and inhabitants of the estates might have reaped substantial benefit, without raising any religious difficulty. But the Draft Scheme destroys the Protestant character both of the governing body and of the Grammar Schools, and the disposal of the surplus is not now open for settlement.

The question of paramount intention must be discussed upon the instruments of foundation. To prevent misapprehension, I premise that I now discuss them chiefly in their bearing on the religious character impressed upon the endowment, and so far only as it is applicable to the Grammar Schools.

*The first deed of Foundation, of December 1st, 1657, contemplated the establishment of five Grammar Schools at Sligo, Galway, Tipperary, Dunluce, and some other place where he might get land not yet assigned. In these Schools, he desired that the poor children inhabiting any part of his lands in Ireland should be brought up in the fear of God, and good literature, and to speak the English tongue, and afterwards advanced to the University. Any surplusage might be employed for the maintenance of five schools, on any part of his lands in Ireland, for teaching the English tongue. He reserved the first nomination of Schoolmasters to himself, and he declared his intention that religious instruction should be compulsory, by providing that the Schoolmasters should be obliged, twice every day, to pray with the Scholars, to punish such of them as should without good cause be absent from the exercise of prayer, and to catechise them once every week, on some week-day, in the Catechism of the Assembly of Divines, which Catechism the Trustees were to provide for the Scholars whose parents were poor and inhabitants on his estates. The Schoolmasters were also to catechise the Scholars on every Lord's Day, and publicly to expound the Catechism, as well for the benefit of the Scholars, as for the instruction of all others who should desire to be present at that exercise, in the schoolhouses or in the Church. The Trustees were all Protestants, and were to be continued by co-option. This deed contained a power of re-entry in the event of their failing to obtain incorporation within seven years; this was not done, but the Acts of Settlement

* Rep., 1885–6, p. 440.

show that the Trustees remained in possession, and that Erasmus Smith did not alter his charitable intention. On November 3rd, 1667, he obtained the first Patent from Charles II. to carry it out.

* This Charter of 1667 is granted on the Petition of the Trustees, presented for and on behalf of Erasmus Smith, for settling the lands for charitable uses. The Trustees are incorporated to hold the lands upon trust to pay an annuity of £50 to Christ's Hospital, London, to employ a further annual sum of £50 in maintaining five schools, for teaching poor children of both sexes to speak and read English, in such places in Ireland, and to such other charitable uses, as Erasmus Smith should appoint, then to employ one-fourth part of the remaining rents towards building, and towards placing poor men's children to be apprentices to trades in Ireland, with Protestant masters, and towards clothing poor Scholars in the Grammar Schools. Next to build or buy three school-houses, and masters' dwellings, in Galway and two other places to be fixed by Erasmus Smith, and for ever to keep a Schoolmaster in each of these three Grammar Schools, to be nominated, directed, visited, placed, and, upon reasonable cause, displaced, by Erasmus Smith during his life, and afterwards by the Trustees, and to be also licensed and approved by the Archbishop or Bishop of the Diocese where the school should be erected—they subscribing the two first Canons of the Church of Ireland, and to be visited according to such rules as should be made by Erasmus Smith, by writing during his life, and after his death by the Trustees.

It has been argued that the religious restrictions were inserted only in obedience to the Law. That is not so. The power of personal visitation by the Founder was a special privilege, and, though the licence of the Bishop and subscription of the Canons were prescribed by Statute, the argument cannot apply at all to the provisions for the religious instruction of the Scholars. The Trustees must provide that the Schoolmasters shall catechise their Scholars, in the Catechisms to be provided for those that are poor by the Trustees, and shall also, publicly, in the school or Church, every Lord's Day, catechise the Scholars, and expound the Catechism, as well for the benefit of the Scholars, as of all others who shall be then present, and, to the end the inhabitants may know *the intent and use* of the Schools, the Schoolmasters are required, under pain of forfeiting their places, to keep in every school, publicly, a copy of the Letters Patent, and to read such part thereof as concerns the Schools, exhibitions to poor Scholars, placing of others to be apprentices, and clothing of poor children, once a year, "*in full assembly in the Parish Church or Schools* in the parish wherein the Schools do stand."

This Charter was superseded by the instrument of Foundation which has ever since been in operation—the second †Charter of Charles II., of March 26, 1669. Its object was to settle a more liberal maintenance upon the Schoolmasters of the Grammar Schools, to make provision also for clothing and apprenticing poor children, and to continue and settle some lands which, at first, were intended to be a perpetual revenue for maintenance of three Schools, and for carrying on other public and charitable uses. It is granted on the petition of Erasmus Smith himself. It licenses the erection of one free School in Drogheda, another in Galway, and a third in Tipperary; these Schools are its first object; they were soon afterwards founded under its provisions, and they are still in existence. Each School was to teach twenty poor Scholars living within two miles, and also the children of tenants at whatever distance they might dwell, according to the true intent and meaning of the Patent. Provision is made, however, for receiving paying pupils. Erasmus Smith during his life, and, after his death or during his absence, the Governors and their successors for ever, are to place therein such poor Scholars not exceeding twenty, besides the tenants children who are not to be limited to any number, as they deem convenient. The Schoolmasters and Ushers are to teach Grammar, the Latin, Greek, and Hebrew tongues, and to fit the Scholars for the University. Thirty-two persons, all Protestants, are incorporated as the Governors, the Archbishops of Armagh and Dublin, the Chancellor, the Chief Justice, the Chief Baron, and the Provost of Trinity College, are Governors *ex-officio*, and the number of thirty-two is to be kept up by co-option. Erasmus Smith during his life, or the Governors, are to nominate all the Masters, Ushers, Scholars, and Officers of the Schools. Every increase of revenue is to be employed in the maintenance of more and other Scholars to be placed in the Schools, or to the augmentation of the allowances of the persons in the Schools, subject to the provision for the employment of the surplusage thereinafter mentioned. Erasmus Smith is empowered during his life to visit, direct, place and displace the Schoolmasters, Ushers, and Scholars, and to make Rules and Ordinances in writing, and to authorize the Governors so to do, which are to prevail so as they be not repugnant to the Prerogative Royal, nor contrary to the Laws and Statutes of the Realm of Ireland, nor to any Ecclesiastical Canons or Constitutions of the Church of Ireland. The Archbishops and Bishops are required to license the Schoolmasters nominated by Erasmus Smith or the Governors, if they subscribe the two first Canons of the Church of Ireland, and all persons placed in the schools are exempt from the visitation of the Ordinary of the Diocese, or by any other person except Erasmus Smith during his life, and the Governors afterwards. The rentcharge payable to Christ's Hospital is increased to £100 a year, the rest to go to the Schoolmasters until the rents exceed £300 a year, when the surplus is to be bestowed upon repairing and beautifying the Schools, in paying Ushers, in paying a Hebrew Lecturer in the College of Dublin, one moiety of the residue partly in binding out poor children to be apprentices under Protestant masters, partly towards clothing poor Scholars in the three Grammar Schools, and the other moiety to be applied to such other charitable uses as Erasmus Smith, by deed, writing, or will, should appoint.

I cannot find any mention of English Schools in this Charter, and I believe there is none.

To emphasize the intentions of the Founder, the Charter closes with rules made by him, which are introduced by the following preamble:—

"Although the power given to the Corporation to make bye-laws from time to time may enable them to make wholesome orders for regulating the charitable uses, and the revenues for the maintainance thereof, as also the persons to be hereafter employed in or about the premises, yet to the end the good and pious intentions of the Founder may in all things be preserved as much as is possible, we have also thought fit, at the humble petition of the said Erasmus Smith, to signify and declare further that we do well approve of these rules, orders and constitutions following."

I shall read them in a moment. The validity of the Founder's rules thus introduced is perpetuated by the following proviso at the end of them:—

"The Governors or their successors shall not have power to make any Law or Ordinance after the death of Erasmus Smith, that will make void, suspend or weaken the same laws, rules, ordinances, or orders constituted by Erasmus Smith or any branch or circumstance thereof; which orders, &c., shall always remain and be in their full force and virtue for the governing and ordering of the said Schools and works of charity."

These orders provide, *inter alia*, as follows:—

"The Masters and Ushers shall wholly attend upon their Schools. They shall take no money for teaching any of twenty poor children living within two miles of the school; nor of any other children of tenants or inhabitants upon the lands of Erasmus Smith, his heirs or assigns, or any other lands which may belong to the Corporation, howmanysoever such children shall be, and at what distance soever from such Schools they shall happen to dwell.

Oct. 22 1894.

* Rep., 1891-2, p 186.

† Rep., 1891-2, p. 191.

Oct. 22 1894.

"Also the Master shall teach all such children as shall be found capable to write and cast accounts: and, moreover, shall instruct them in Greek, Latin, Hebrew, and fit them for the University, if their parents or friends shall so desire.

"Also the said Masters shall duly, once every week, on each Lord's Day, catechise their Scholars, and for that purpose shall make use of the Catechism set out by the late James Ussher, Lord Archbishop of Armagh, Lord Primate of All Ireland, and shall spend some time in expounding some part thereof unto them.

"And if any of the Masters shall neglect any of the rules aforesaid, it shall be held to be a just cause for removal of such Master, unless the Governors shall in their discretion think fit to punish the neglect some other way."

Erasmus Smith exercised the power conferred by the Charter of making rules for the Government of his Schools.* These laws contain further specific directions as to religious instruction, and *inter alia* the following:—

† "None are to be admitted Schoolmasters but such as are of the Protestant religion. The Schoolmaster, and, in his absence, the Usher shall publicly every morning read a chapter out of the Canonical Scripture and then pray, concluding at night also with prayer, this to be done, in the English tongue, that all may be edified. they are to urge the children frequently to read the scriptures, and at convenient times to require some account of what they read according to their capacity, and that the meanest of them be able readily to give an account how many books and the order in which they stand, as also the number of the chapters in each book, both of the Old and New Testament. The weakness of children is such that many times variety of Catechisms confounds their understandings, and the Lord Primate Ussher's Catechism being specially commended to those Schools in the Charter, the Masters are diligently and constantly to catechise them in that form, and on the Lord's Day, before or after public worship, to expound the same or part thereof unto them as also at other convenient times."

With the framing, the publication, or the enforcement, of those supplemental rules, the Government or the law is in no way brought into privity; they are the spontaneous act of Erasmus Smith himself exercising the power, which the Charter conferred upon him, of laying down rules which no one could afterwards vary or suspend.

At this point I ask what was the paramount intention of Erasmus Smith? To my mind it plainly was the foundation and maintenance of Grammar Schools, in which education was to be given free to a limited number of poor children, and to an unlimited number of the children of tenants and inhabitants of his estates, but to which paying pupils were also to be admitted. But the education which was to be provided for all the pupils was to be the same, and all alike were free to accept it or not. It was to include the higher grade of secular education known as Grammar School teaching, but it was not to be secular teaching only, it was not only to be instruction given by Protestant masters, under the control of a Protestant Founder and Governors, but it was to include regular teaching and exposition of the Protestant Religion, and no Scholar, whether the child of tenant inhabitant or stranger, was to receive secular instruction only. It is not enough for our purpose to say that particular children were the objects of the Founder's bounty, or that education or educational advantages were provided for children of a particular class; we must see also what the bounty was, we must see what the education or educational advantages were. The whole history of his life shows that Erasmus Smith was an earnest Protestant, that it was his intention to propagate his own faith by means of his Schools, that the only bounty which he ever offered to anybody was Protestant education. The advantages of such education only can be claimed under section 13 of our Act, and those who cannot accept those advantages, have no privileges at all under the Foundation. The child of a tenant who cannot conscientiously accept this bounty, cannot alter it by refusing it; he cannot reject the condition upon which the bounty is offered, and thereby entitle himself to take it absolutely and as of right. This, as it seems to me, is the whole foundation and fallacy of the argument for the Roman Catholic tenants in this case, so far as they claim any benefit from the Grammar Schools or their Endowment. This would be my judgment on the instruments of Foundation alone, even if we had nothing to sustain it in the subsequent action of Erasmus Smith. But we have more. We have, as it appears to me, the very issue raised, we have it peremptorily and unequivocally decided, by Erasmus Smith himself. The proof rests upon a document so conclusive that the only answer to it which was attempted by the tenant's most persistent advocate here, was the wild suggestion that it was a forgery.

Rev. *D. Humphrys.*—I suggested another, my Lord.

Lord Justice FitzGibbon.—The original minute-book, by which this document is proved, shows that Erasmus Smith was in constant communication with the Governors as long as he lived. He appointed Masters, he directed the action of the Governors, and he personally managed the Schools. Even during the reign of James II., he acted in the same way, the Governors did nothing of importance without consulting him, they were bound by the Charter to obey his directions, and they sought them upon every occasion. There were several entries showing that the number of Roman Catholic pupils attracted to the schools fell short of the Founder's expectations, and also entries‡ showing that some of the Masters, probably in hope of increasing the attendance, were not strict in enforcing the rules as to Religious Instruction. Erasmus Smith appointed Elisha Coles to be master of the Galway School, he apparently would not receive children who were Roman Catholics, but Erasmus Smith ordered—

"That he should be written to, that he do not refuse to receive into the school the children of the Founder's tenants, though their children be Papists, so that they conform to the rules of the School."

Presumably they would not come on those terms, and the Governors in Ireland appeared to have desired to relax the obligation of conformity, rather than empty the schools. They visited the Schools at Drogheda and Galway and found that—

"§ There were but very few children taught there by reason that other Schools are permitted in those places, and that those who are of the Popish Religion will not suffer their children to be educated in those Schools, nor by the Schoolmasters, which seems a discouragement to them, and will in a great measure render as well the charity of the Donor as the cost in settling and maintaining Schools ineffectual, if it be not soon prevented."

The Governors then wrote to Erasmus Smith and he declared his mind on the subject in the following reply:—

"London, June ye 6th, 1682.

"My Lords and Gentlemen,

"I have received your letter, dated May 23rd with a copy of the report concerning the present state of the Schools at Droghedah, and am very sorry you have been put to soe much trouble. I give you my humble thanks for your careful inspection of the Schools, and especially this of Droghedah. The letter following was written before the receipt of yours, which I now humbly present unto you, not doubting but it will be satisfactory to your honors as it will be to myself if followed.

"My end in founding the three Schools was to propagate the Protestant faith according to the Scriptures, avoiding all superstittion, as the charter and the bye-laws and rules established doe direct. Therefore it is the command of His Majesty to catechise the children out of Primate Ussher's Catechism, and expound the same unto them, which I humbly desire may be observed upon the penalty of forfeiting their places.

"Now that the Scholars educated in those foundations may be encouraged, I humbly request that it may be commended to the Provost and Fellows of Trinity College, Dublin, to present to your honors one fully qualified according to the

* Rep., 1858, Vol. 2, p. 390. † Powis Commission, p. 432. ‡ Rep., 1885-6, p. 297. § Rep., 1885-6, p. 298.

Christian lawes and rules to officiate in the room of Mr. Scott, late schoolmaster at Droghedah, giving prefference to those that have been educated in those Schools, that others educated upon the same foundation may be encouraged to present themselves worthy of the like choice ; if none among them be qualified I leave it att large, and as I find theire faithfulness therein I shall be encouraged to trust them for the future. I desire the charter may be abstracted as to what doth concerne the priviledge both of Master and Scholars, and the laws and rules added thereto, and that a table may be fairly written thereof, and hung up in the most publique place in every Schoole, that neither Master nor Scholar may pretend ignorance.

"My Lords, my designe is not to reflect upon any, only I give my judgment why those Schools are so consumptive, which was, and is, and will be (if not prevented) the many Popish Schooles their neighbours which as succors do starve the tree. If parents will exclude their children because prayers, catechisme, and exposition is commanded, I cannot help it, for to remove that barre is to make them seminaries of Popery. Therefore I beseech you to command him that shall be presented and approved by your honors to observe them that decline those duties and expell them, which will oblige.

"My Lords and Gentlemen,

"Your most humble servant,

ERASMUS SMITH."

If we are bound by Erasmus Smith's paramount intention, and if we have to determine whether the desire to inculcate Protestantism, or to teach the tenants children must prevail, how could the question be more sharply put, or the answer be more emphatically given, than in that letter? He states his end in founding the three Schools *to propagate the Protestant faith*, he insists upon his own rules, and he supports his own desire that they may be observed, by giving it as the command of His Majesty that the children shall be catechised, and have the Catechism expounded to them. If parents will exclude their children because prayers, Catechism, and exposition are commanded, he cannot help it, and he prefers to see the Schools "consumptive" rather than to "make them seminaries of Popery," by removing the bar of compulsory Protestant teaching. Finally, he commands the newly-appointed Master to observe those duties, and the Governors to expel them that decline those duties.

But the same letter shows also that, even under the laws of that time, Roman Catholic children were not without means of education ; then, as now, they had Schools of their own denomination —the greater the difficulties, the greater the credit in having them—which then, as now, they attended, in preference to institutions which offered them Protestant teaching.

The whole case of the Grammar Schools is there in a nutshell. Lay aside every consideration of the religious inequality, and the sectarian legislation of that day, and those who can not or will not accept instruction upon the Founder's conditions, cannot now have any moral or equitable claim to the benefit of his endowment, which they would not *then* have had to enter his schools against his will. The instruments of foundation put it equally beyond doubt, that the three Grammar Schools themselves were the primary objects to which the endowment was dedicated. The three Grammar Schools are in useful operation, though, as has happened with countless Endowed Schools from Harrow down, the pupils are not of the class designated by the Founder. Free places are open in each of them ; each is attended by pupils from its own neighbourhood, as well as by boarders from a distance. The records of the Intermediate Examinations, and of Trinity College, show that these schools fill a large place in the Grammar School education of Ireland, and they ought not to be interfered with, unless their present usefulness can only be maintained by continuing some breach of trust which we are bound to stop.

But I find that Parliament, the Crown, and Commission after Commission have recognised and sanctioned their existence as exclusively Protestant schools.

On July 12, 1712, the Governors made further Rules "to prevent youths educated in the free Schools of Erasmus Smith from turning Papists."* The Rules prescribe morning and evening prayers, in each of the Schools, by the Master or Usher, out of the Liturgy by Law established, at which every youth shall be obliged duly to attend ; that every youth educated in the Schools† shall be instructed by the Master or Usher in Dr. Mann's Catechism, and upon Sundays shall be properly examined in the same in the church, and shall duly attend the public services in the parish church where the School is situated. Upon neglect thereof, after due admonishment, to be expelled the School. Lastly, that every person so educated, when sufficiently instructed in the aforesaid Catechism, shall be brought by the Master or Usher to the Bishop to be confirmed. This last clause was an innovation.

In 1723, by the Act of 10 Geo. I., Parliament provided for the application of the surplus rents, it sanctioned an application, which the Governors had made, to support thirty-five poor Scholars in Trinity College by exhibitions, it enabled the Governors to pay two Lecturers and three Fellows in Trinity College, and it provided for building chambers in the College, which Erasmus Smith's pensioners should enjoy free, and it established a connection between the King's Hospital, Dublin, and Erasmus Smith's Board, which continues to the present day, by applying a portion of the endowment to erect a building for the reception of forty boys, and enabling the Governors to place twenty pupils in the Hospital. It enacted that the Lord Mayor, Recorder, and two Aldermen of Dublin chosen by the Governors of the Hospital should be Standing Governors of Erasmus Smith's Schools, and that four of the Governors of the Schools should be Standing Governors of the Hospital. This provision has a potent bearing on the religious question, in view of subsequent legislation as to the Lord Mayor and Aldermen, and in view of our own decision that King's Hospital is exempt from our compulsory jurisdiction, because in the words of sec. 7 sub-sec. 6, it is—

"An endowment applicable and provided exclusively for the benefit of persons of a particular religious denomination, and which is under the exclusive control of persons of that denomination."

Erasmus Smith's Endowment escaped this exception only because the Governors are not now exclusively Protestants.

The Municipal Corporations Act, 3 & 4 Vic., c. 108, sec. 14, when opening the Corporation of Dublin to Roman Catholics, repealed the provisions of 1723 as to the Lord Mayor and Aldermen, and enacted, instead, that four other Governors of King's Hospital selected by the Governors of Erasmus Smith's Schools, should be appointed in their place.

This Act of 1723 empowered the Governors, from time to time, to dispose of the surplus rents towards some public work or use in Trinity College or King's Hospital, in putting out poor children to School or apprentices, or in setting up English schools in any place or places in the kingdom as the Governors should think proper. At the date of this Act, "English School" had a technical meaning, and the Schools established under it have always been Protestant Schools, of the same character as those of the Incorporated Society for promoting English Protestant schools in Ireland, for which we have unanimously framed a Scheme on the basis of its being an exclusively Protestant institution, although it was founded for the education of "the Popish and other poor natives of Ireland."

*Quoted *supra*, p. 81, Q. 549. † Rep., 1885-6, p. 298. Powis Com., p. 482.

Oct. 22, 1894.

In 1782 and 1785 statutes were passed extending the Governors powers of leasing and of managing the Endowment.

The Commissioners of 1791, while observing that the *Erasmus Smith foundation, though originating in the intention of a private individual, might nevertheless, from the repeated interpositions of the Legislature and the Crown, be considered as a public institution, reported that the trust had been executed with fidelity to the intention of the Founder, and that the three Grammar Schools were in a flourishing state. What was meant by a "public institution" in this Report will appear from that of 1835–8.

The Commissioners of 1807 reported that the allowances to the Masters of the Schools should be increased. In 1813, Erasmus Smith's Schools, with "The Protestant Charter Schools and the Parochial Schools," were expressly exempted from the jurisdiction of the Commissioners of Education, and the exemption was continued by the 53 Geo. III., c. 107, sec. 2, and 3rd Geo. IV., c. 79.

On July 27, 1833, William IV. granted to the Governors a further Charter confirming the Charter of 1669, save where altered, and providing that the Treasurer's poundage on the rents, previously paid to him for his own emolument, should be set apart and form a fund, to be applied in such manner as the Governors should from time to time direct, and power was given to the Governors to increase the number and emoluments of the teachers in the Grammar Schools.

The Select Committee of the House of Commons, appointed, in 1835, to inquire into Schools of public foundation in Ireland, which sat until 1838, and of which William Smith O'Brien, Morgan John O'Connell, and Montesquieu Bellew, were members, reported as follows on Erasmus Smith's schools—

"It may be a matter of question whether these schools should be considered private or public, they are undoubtedly of private foundation, but from the frequent interposition of the Legislature they may in great measure be regarded as public institutions."

But they showed what this meant by adding—

"At their foundation and since, the schools have been strictly confined to Protestants . . . the administration of the funds and the entire regulation of the schools is vested wholly in the hands of trustees under the name of the Governors of Erasmus Smith's Schools."

In their recommendations,† this Committee did not propose to interfere with Schools of this class, established and maintained by the voluntary contributions of benevolent individuals, and "unless they received public grants" they recognised their "claim to exemption from all Government and Parliamentary control over their administration."

The Commission of 1858, which held the most minute inquiry into all the Endowed Schools of Ireland extending over four years, reported that at that date the net income of the Governors was £8,162; they represented the condition of the Schools, and the management of the Endowment, as in some respects not satisfactory, the Governors were charged with having neglected the Grammar Schools which were the original object of the Endowment, and departed from the intention of the Founder in their management. The non-observance of the rules as to religious instruction, and the permission given to Roman Catholic pupils to absent themselves from religious instruction, were described as "a neglect of the primary trust of the Grammar Schools."

If circumstances could have ever justified an alteration of this primary trust, by relaxing the religious restrictions, those of 1858 would have suggested it, but the recommendations of the Commission were the very opposite. They include the following :—

"The Governors should place their Grammar Schools on an efficient footing, they should carry out the directions of the founder as to religious instruction and increase the value of the exhibitions attached to the schools, they should draw up instructions for the masters as to free places, the course of instruction, the charges for day scholars and boarders, and other matters of importance, and should also appoint a competent inspector to examine the schools. They ought also themselves occasionally to visit the schools in compliance with the charter, in order to ascertain that the trusts of the Charity and their own orders are carried into effect."

But the Commission went a great deal further,‡ they placed the Schools and Endowments under the Governors of Erasmus Smith's Schools, in the class of Exclusive Schools, and they defined Exclusive Schools as "those into which *pupils of only one religious persuasion have a right of admission*, or the trustees of which, being of one religious persuasion, have *power to compel all the pupils to receive religious instruction in their own tenets.*"

This Commission proposed to appoint a "mixed Board" to supersede the Commissioners of Education, but they recommended that "as the proposed Board would be a mixed Board, their jurisdiction should not extend to Exclusive Schools."

That report was signed by Baron Hughes, who represented the Roman Catholic interest upon the Commission, and whose opinion carries the weight due to the position of Solicitor-General, which he held at the time.

The Powis Commission§ of 1870 included Lord Dunraven, Lord Morris (a pupil and a Governor of Erasmus Smith's Schools, and a Roman Catholic), Sir Robert Kane, Mr. Dease, Dr. W. K. Sullivan, and Mr. Waldron. As to Erasmus Smith's Schools, stating that the benefits of the foundation were designed for the sons of tenants and sub-tenants on the estates, and for poor children in the neighbourhood, they say :—

"About the exclusive religious character of these schools in the mind of the founder there is no room for doubt."

They state that the rules regulating religious instruction render the English Schools unsuitable for the majority of the Irish people on the ground of conscience, they recommend the closing of these schools, because the National system now provides all parts of Ireland with the means of primary education, and they recommend that the funds shall be devoted to secondary instruction which the Erasmus Smith Endowment was designed to supply, but they make no suggestion that the Schools can be made available for Roman Catholics.

||Lord Randolph Churchill's Commission of 1878 was the precursor of our own, it reported that "the intention of Erasmus Smith was to found Schools essentially Protestant in character," that, since the appointment of the Vice-Chancellor as Treasurer in 1872, most of the defects noticed in the report of 1858, had to a great extent been remedied, they refer also to the fact that Roman Catholic boys attended the Schools, that the Headmasters did not insist on the rule as to religious instruction being carried out with respect to children whose parents objected to it, to the extent that "the intentions of the founder were not carried out." The Report contains a finding of importance when we come to the Draft Scheme here.

"We met but very few instances of non-exclusive Endowed schools where the attendance of children of one denomination did not largely preponderate, and owing to the objection of Roman Catholics to mixed education and to the mode in which the majority of the non-exclusive Endowed Schools were managed, we found that the benefits of such schools were usually enjoyed by Protestant children, and that the management of these endowments had generally passed into Protestant hands."

On this occasion also, the Roman Catholic interest was represented by Mr. Richard O'Shaughnessy, a Barrister, and Member of Parliament for the city of Limerick.

* Rep. 1858, p. 65. † Rep. 1838, pp. 8–19. ‡ Rep. 1858, p. 273. § Rep. 1870, p. 481. || Rep. 1880, p. 72. ¶ *Ib.* 78.

This review of the history of Erasmus Smith's Endowment, from the date of his death to the date of our Commission, justifies the assertion that, throughout the whole of that time, the paramount intention of the Founder to propagate the Protestant faith, and the exclusively Protestant character of his Grammar Schools, have been repeatedly and consistently recognised by the Crown, by Parliament, by Royal and Parliamentary Commissions, and have never once been questioned. Unless there is something in our Act to reverse all this, it is too much to expect this Commission to frame a Scheme that will have that effect. If such a change were to be made under our Act, it should at least originate in a declaration of the Privy Council, or a resolution of either House of Parliament, addressed to a Scheme presented on the basis of things as they are.

I have now to recapitulate our own action. Having received the Draft Scheme from the Governors, we held a *Public Sitting on May 19, 1886, by way of preliminary inquiry, at which Mr. Carton appeared for the association of Catholic Headmasters of Ireland, and put before us the views of that association, representing themselves, and also representing the Catholics of Ireland, with reference, first, to Erasmus Smith's foundation, and afterwards, to the Endowments of the Incorporated Society. On the same occasion Mr. Shaw appeared for the Presbyterians, Dr. Webb for the Methodists, and the Independents were also represented.

In the following year, we visited Ulster and held an †inquiry at Drogheda, receiving a memorial from the Catholic inhabitants of Drogheda, and hearing their views put forward by the Rev. John Woods.

In 1887 we went to Munster: the Vice-President of Killaloe Diocesan College was heard for the Roman Catholics at Ennis, and presented a memorial stating their claims.

Canon Monahan, the Vicar General of the Roman Catholic Diocese of Ardagh, presented, at Athlone, the Roman Catholic claims to the Endowments both of the Incorporated Society and of Erasmus Smith, and at Tipperary, the ‡Rev. David Humphrys appeared for the first time before us. Being asked whether the Catholics had any claim upon the Erasmus Smith Endowment, he answered: "I cannot say, I don't know the history of the Endowment." He did not know that Erasmus Smith stated that he intended the foundation to be available for the benefit of children of tenants on his estate; he thought there were some of the estates at Oola and some about Thurles, and he said he would be most happy to look into it, and see whether the Catholic tenants were entitled to any benefit from the Endowment, on which Lord Justice Naish informed him: "We held an inquiry in Dublin as to the origin of the Endowments and the claims upon them, and the Catholics were represented before us on that occasion." To which I added: "And we are obliged to settle our Scheme in accordance with the Founder's intention."

I mention this, not in any way to make little of the arguments and the information since put forward by Mr. Humphrys, but only to show the origin of the demand made by him against the Endowment, and that the information upon which he relies was first acquired by him at the suggestion of a member of our Commission.

In 1888 we visited Sligo and Galway.§ In Sligo a claim was put forward on behalf of Protestant tenants by Mr. William Clark. At Galway the Roman Catholics were professionally represented by Mr. M'Donagh, who confined his remarks to what particularly related to Galway, and did not enter into the general question, because we had had sufficient discussion of that already, on which Lord Justice Naish remarked "it was very fully argued before us in Dublin."

After these inquiries upon full notice to everyone concerned, we proceeded to consider the preparation of a Draft Scheme. On November 9, 1889, the principles of a Draft Scheme were discussed, and the Secretary was directed to prepare a Draft Scheme upon the ‖ following basis:— *Oct.* 22, 1894.

"1. That it is an endowment of private foundation, and therefore the Scheme must have regard to the founder's intentions. 2. That in the opinion of the majority of the Commissioners, having regard to those intentions, the Governing Body should be exclusively Protestant, subject to a question to be further discussed as to the admission of various denominations of Protestants to the Governing Body."

Dr. Molloy dissented, and therefore the majority of the Commission is referred to. This was not in any sense a decision of the question: it would be contrary to our duty, as Judicial Commissioners, for either of us to bind himself, upon the publication of a Draft Scheme, in any way which could prevent him from afterwards considering the arguments to be presented upon the hearing of objections. But it was a considered expression of the *prima facie* conclusion at which we had arrived, after hearing all the arguments, and ascertaining all the facts brought before us, and considering, as we carefully did, the legal principles and authorities, of which my lamented friend, who twice held the office of Lord Chancellor, was a master, I shall presently quote his judgment upon the question whether those principles and authorities bind this Commission.

In that conclusion he concurred with me. Nothing that I have heard since has changed my opinion, and, at the least, I do think that the preparation of the Draft Scheme should have been allowed to proceed upon the basis there laid down.

These directions were reported by us to the Lord Lieutenant on November 15, 1890, and our Report containing them was laid before Parliament. No attempt was made at any time since, except by or through the Rev. Mr. Humphrys, to assert the Roman Catholic claims. None of those parties or counsel, representing Roman Catholic interests, who had appeared at the preliminary inquiries, has since come before us. This again I mention only to show the absence of any general or authoritative assertion of those claims.

The circumstances under which the basis of the Draft Scheme was altered, appear in our Report of 1891. On January 14, 1890, Lord Justice Naish placed the following ¶ memorandum upon our minutes:—

"On proceeding in October last to consider the case of Erasmus Smith's Endowments, both the Judicial Commissioners were of opinion, subject to the result of any further discussion which might take place on the public hearing of objections to the Draft Scheme when published, that the Endowments in question were of private origin, that it was the intention of the founder that the schools and their government should be Protestant in their character, and that the Draft Scheme should be settled on this basis. The Rev. Dr. Molloy, one of the Assistant Commissioners, did not think that the Endowments should be treated by the Commission as intended exclusively for the benefit of Protestants. The Judicial Commissioners also found that there was another vital question in connection with the Endowments, viz.:—Whether the Governing Body of the Endowments was to consist exclusively of members of the late Established Church, and it appeared certain that this question would give rise to objections which should be heard and determined by the Judicial Commissioners. Under these circumstances Lord Justice Naish, who found himself from ill-health unable to continue to act on the Commission, considered that he ought not to proceed further with the settlement of the Draft Scheme, as he would not be able to take part in the determination of any matter of objection nor in the final settlement of the Scheme. He therefore felt that it would be more proper to leave the entire matter to be disposed of, and the Scheme to be finally settled, by the Commissioners who would have charge of it all through. The consideration of the Scheme was therefore adjourned, and Lord Justice Naish continued to act for such further short space of time only, as enabled the Commission to dispose of such Draft and Final Schemes as had already been substantially settled."

The whole of that minute is in his own handwriting

* Rep. 1885–86, p. 239. † Rep. 1886–7, pp. 228, 335. ‡ Rep. 1887–8, p. 73. § Rep. 1888–9, p. 17. *Ib.* p. 43.
‖ Rep. 1889–90, p. xxxii. ¶ Rep. 1889–90, p. xliii.

Oct. 22. 1891.

The next step appears in our Report for the following year. The * following is the minute :—

"The principles on which a Scheme should be prepared for Erasmus Smith's Endowments were discussed. The following resolution was moved by Mr. Justice O'Brien, and seconded by Professor Dougherty:—That a Draft Scheme be prepared on the basis of a neutral or mixed Governing Body to manage the Endowment, and of the benefits of the Endowment being available for all denominations, without any religious test. The following amendment was moved by Lord Justice FitzGibbon, and seconded by Dr. Traill:—That due regard to the spirit of the founder's intentions requires the constitution of the Governing Body to be exclusively Protestant. The amendment was negatived and the original resolution was adopted by the majority of the Commission. Lord Justice FitzGibbon and Dr. Traill voting for the amendment and against the resolution. Dr. Molloy, while assenting to the resolution that a Draft Scheme should be prepared on the basis proposed by Mr. Justice O'Brien, stated that he did not think this the most satisfactory basis of a Scheme, but that it was less open to objection than the alternative proposed."

As the amendment which was negatived was in the same terms as the resolution adopted by all the members of the Commission, except Dr. Molloy, I am justified in pointing out that the adoption of the basis of the present Draft Scheme was accidental, in that it depended on a change of Judicial Commissioner, and also on a change of opinion on the part of Professor Dougherty, as to the basis on which the Draft Scheme should be settled. That the majority was also temporary will appear when I read the paper which Dr. Wilson, Professor Dougherty's successor, submitted to the Judicial Commissioners for their consideration in framing the Scheme. The Draft Scheme was published on May 14, 1892, accompanied by observations from Dr. Traill, Dr. Molloy, and myself, and by a memorandum summarizing it.

In July, 1892, Professor Dougherty resigned, and Dr. Wilson was appointed as his successor. We have, therefore, had to consider his views in deciding upon the course which we should now adopt. He has stated them in † writing, they are recorded on our minutes, and I may refer to the following extracts as giving the principle which he adopts, and which is diametrically opposed to the Draft Scheme of Professor Dougherty.

"The documents written or accepted by him (Erasmus Smith) supply abundant evidence that he ardently sought to propagate the Protestant faith among the children of his tenants, and of others in the surrounding districts, and that he hoped to accomplish this by giving a good secular education to all of them free of cost, placing them at the same time in the Schools provided for them, under teachers who would pray with them twice daily, expound the Scriptures to them, and instruct them in a Protestant Catechism. With the same object, he further directed that when the children were being sent to trades, they should be apprenticed to Protestant masters, and aided at a Protestant University if they sought higher education.

"Thus his design was to draw the children at his Schools from Roman Catholicism to Protestantism. We may agree with him in this attempt to proselytize his tenants and others or we may differ from him, but we cannot say that his language is obscure, and that his intentions are unknown to us.

"It follows that no Educational Scheme, which eliminates the religious element from the secular teaching, can meet the requirements of the case. At no stage of their educational course could the children or young men deriving aid from his endowments receive, consistently with his provisions, secular instruction divorced from instruction in the principles of Protestantism. To employ the revenue from his estates, or any part of it, to maintain Technical Schools, or to aid Secular Schools, or to give exhibitions for success in purely scientific or literary subjects, while religious teaching of a Protestant character was to be ignored or positively prohibited, would be to violate the intentions of the founder."

Therefore, before the period for lodging objections to the Draft Scheme had expired, the majority by which it had been published had ceased to exist, and the authority by which it was framed proved to be as temporary as it had originally been accidental.

I have now to discharge my duty under the statute, section 23, of considering this Scheme and the objections to it. But before going into them in detail, I have an objection to it, in principle, which would be equally insurmountable if I held the Roman Catholic claims to be established. I could not concur in framing any Scheme which would form "a neutral or mixed Governing Body," for the government of any school in which education was to be given which was based upon religion. The work which our Commission has done, in extending to Roman Catholics the benefit of endowments which they could not previously conscientiously accept, rests on our universal adoption of the contrary principle, which has been not only approved but extended by the Privy Council and House of Commons, when they came to deal with our Schemes. Notably, the Privy Council declared Mercer's Endowment to be exempt from our jurisdiction, because the Governing Body consisted exclusively of Dignitaries of the Church of Ireland, though the pupils were not expressly restricted; and the House of Commons disapproved of the first Scheme for Rainey's Endowment, because it did not give the Presbyterians a majority on the Governing Body, and the Founder was a Presbyterian.

The first case with which we dealt, that of the Endowment for the inhabitants of the Borough of Swords, was taken up and dealt with as a typical case upon this question. The Endowment was divided, a Roman Catholic and a Protestant Governing Body were appointed, and both the Archbishops of Dublin approved of that course, while neither of them would have accepted a mixed Governing Body.

The Endowments of the Royal Schools were next dealt with on the same principle. At every public inquiry at which that Scheme was discussed, the Roman Catholic authorities, including the Archbishop of Armagh, the Bishops of Raphoe, Clogher, and Kilmore, were unanimous in refusing to consider any Scheme which would place the management of a School, in which they were interested, under a mixed body. I may say in passing that what "*a neutral body*" means I do not know. In our first Draft Scheme for the Ulster Royal Schools, we proposed that a fixed proportion of the Endowment should be distributed between the Roman Catholic and Protestant Governing Bodies, in proportion to the work done by their Schools, but the Privy Council remitted the Scheme to us with a declaration that we were to make the division final and complete.

I shall refer to but one other case, though there are many. The Leamy Endowment in Limerick was under a mixed Governing Body, and though provision was made for the separate religious instruction of the Scholars, the Roman Catholic Governors declined to attend. There were hardly any Roman Catholic children in the school, and the Roman Catholic Bishop of Limerick gave this evidence :‡

"Q. I understand that you think the school and money cannot be made available for both denominations?

"A. Certainly not. I never will allow the Catholics of Limerick while I am Bishop to attend a mixed school."

We framed a scheme dividing the Endowment, and forming separate bodies for the administration of the distinct shares allotted to the Protestants and the Roman Catholics, and that scheme also is now in operation.

I should have doubted my own judgment upon this point, if I found that Dr. Molloy had approved the Draft Scheme with respect to the neutral or mixed Governing body, but his memorandum does not refer to it, and he says that it is mainly in the hope of seeing a certain annual sum, of about £2,700, applied to the purpose intended by the founder, in the provision for school exhibitions, that he has been able to concur with his colleagues in the publication of the Draft Scheme. I therefore think I am justified in assuming that the neutral or mixed Governing Body has not been sanctioned by him.

* Rep. 1890-91, p. liii. † *Infra*, p. 260. ‡ Rep. 1887-8, p. 38. Q. No. 812.

What is that Body, which, under the Draft Scheme, is to continue to be the Body Corporate of the Governors of the Schools founded by Erasmus Smith? Seven *ex-officio* Governors to be reduced to five when the offices of Chief Baron and Vice-Chancellor cease to exist. The Lord Chancellor, the Chief Justice, the Master of the Rolls, the Provost of Trinity College, and the Chancellor of the Royal University. Of the seven, five are Protestants. Eight representative Governors, one elected by each of the following Bodies: The Provost and Senior Fellows of Trinity College, the Council of the University of Dublin, the Senate of the Royal University, the Councils of the three Queen's Colleges, the Fellows of the Royal University teaching in University College, Dublin, and the Faculty of Magee Presbyterian College, Londonderry. I believe that of all these bodies there is only one wholly Roman Catholic. I think there is a Protestant majority upon all the rest but one, and I know that three at least are exclusively Protestant. The Lord Lieutenant is to appoint five persons of experience in education as Governors, but their religious denominations are not prescribed, as they were in the case of the Scheme for the Royal School Endowments. Next come so many of the existing Governors appointed before June 1, 1891, as at the date of the Scheme shall be willing to act, and shall have attended not less than one fourth of the meetings of the existing Governors, during their tenure of office within three years then last past. This Body has power, of course by a majority, to co-opt successors to the continuing Governors when reduced to six, and thus we get a Body, at first of unknown number, but which will ultimately consist of four and twenty members, of whom in all probability the great majority will be always Protestant, but which will have upon it just such a number of contending religious representatives as to secure discontent, if not disruption, and to violate the principle which every Roman Catholic authority has declared to be vital.

I submit that the resolution which forms the basis of this Draft Scheme begins at the wrong end. It should first have been ascertained whether this was or was not a Protestant Endowment. If it was not, then the proportion in which the Roman Catholics were entitled to its benefits should have been ascertained, and then a Governing Body might have been formed for the separate administration of the several shares of the different denominations.

As it stands, every application of the Endowment, the management of every School, the exercise of every function of the Governing Body, depends upon the vote of the majority for the time being, subject only to provisions compelling the continuance of the payments to *Trinity College, and to Christ's Hospital, London.

What are the powers, now, that that Body is to exercise? The Governors have a discretionary power to †supplement the Trinity College exhibitions, a discretionary power to maintain and educate poor boys, as free Scholars, to be chosen in the manner and subject to the conditions prescribed by the Governors. They may from time to time make any arrangements which they deem expedient, for maintaining and educating free Scholars in King's Hospital, or any similar institution or institutions. They ‡must maintain the Grammar Schools at Drogheda, Galway, and Tipperary, the High School in Dublin, and the Commercial School in Dublin, so long as they are in efficient operation. They have discretionary power to allow a §local committee consisting of three or more persons, and constituted in any way which the Governors think expedient, to maintain an Intermediate School in Ennis. They are to provide in each of the Grammar Schools, for the ||free education, as day pupils, of at least twenty pupils from among the children of the tenants on the estates. These pupils are to be selected by the Governors, and Schedule No. VIII. to the Scheme enables them to make the selection from the inhabitants of nine counties. It is not even prescribed that these pupils shall be poor, but failing these, the selection may be made from amongst such other poor children as the Governors shall from ¶time to time think fit. The Governors are to appoint local committees to aid in the supervision and management of the Grammar Schools, but they may fix the constitution and define the functions of each of these committees as they please. The Governors are to provide for the appointment and removal of the teaching staff of the School, and the Scheme then contains—as its only provision as to religious instruction—a conscience clause based upon the conscience clause in the Intermediate Act, and nothing more, except that the Governors are to have regard to the denominations of the pupils.

Under this scheme, I fail to see that any real advantage or benefit, any defined right or claim, is conferred on or recognised for Roman Catholics. I agree with Dr. Molloy's observation that the application of the expenditure upon Grammar Schools, the Bluecoat Hospital, and Trinity College, amounting to about £3,000 a year, would probably remain under the Scheme pretty much what it has hitherto been. If so, how is such a Scheme "expedient" in the interests of anybody, and above all, of the tenants or their children, whose hopes would be excited by its adoption only to be disappointed? Every other application of the endowment is limited in amount, and is only to be made after making such provisions as the Governors shall deem adequate, for the **efficient maintenance of the existing Grammar Schools and Commercial School. It may therefore be nothing at all. As little as the Governors please, but not more than one-sixth of the income, is to be applied to supplement local effort in establishing and maintaining Intermediate Schools, in any district in Ireland in which the Governors shall be of opinion that sufficient provision for Intermediate education does not already exist.

One of the strongest arguments pressed upon us by the Rev. Mr. Humphrys was based upon section 13 of our Statute, requiring endowments provided for the education of children belonging to a particular class to continue as far as requisite to be applied for their benefit. If the second branch of the resolution upon which this Scheme is based is right, namely, that the benefits of the Endowments are available for all denominations without any religious test, how is this discretionary power to supplement local efforts to establish schools all over Ireland to be reconciled with the 13th section?

Next come the School Exhibitions, which are not to exceed forty in any one year—how few they may be is not stated, except by saying that they are to be as many as the funds at the disposal of the Governors will allow: each exhibition not exceeding £15. This, so far as I can see, is the only provision which is limited to children residing within the districts, but the districts are defined, and they include four baronies of Tipperary, one barony of Limerick, three baronies of Meath, one barony of Louth, the whole counties of the towns of Drogheda and of Galway, the barony of Carbury in Sligo, which includes the town of Sligo and several miles round with the whole north of the county, and portions of Kildare, the King's County, and Westmeath. If a sufficient number of candidates from the district do not present themselves, the Governors may offer all or any of the exhibitions, for open competition, throughout Ireland, or in selected localities, and they may allocate all the exhibitions among the several localities, as they deem expedient, having regard to the population of each district, and to its educational needs and facilities. But no exhibition is to be paid in money; each is to be tenable at some

* Sec. 13. † Sec. 17. ‡ Sec. 19. § Sec. 20. || Sec. 21. ¶ Secs. 22 & 23. ** Sec. 29.

Oct. 22, 1894.

place of Intermediate Education approved by the Governors, unless they apply it, as they are allowed to do, for the advancement of the successful candidate in any manner which the Governors, having due regard to his wishes and circumstances, deem most advantageous. When we remember that the Governors are only bound to provide as many of these exhibitions as the funds at their disposal for that purpose shall from time to time permit, and that their expenditure upon the Grammar Schools and Dublin Schools is left to their discretion, when we remember also the constitution of the Board of Governors, and the area which is included in the districts, with all the discretionary provisions which I have quoted, I cannot agree with Dr. Molloy in thinking that this part of the Scheme carries out, in any efficient way, the spirit of the Founder's intention, or gives any solid ground for the hope of seeing any substantial sum directly applied, under this clause, for the benefit of the children of his tenants.

One-twelfth of the income* is to be set apart for University Exhibitions, but these are to be awarded to pupils of the Schools only, and I have already pointed out that there is no school in Ireland attended by any appreciable number of Roman Catholic pupils, under the management of a Governing Body such as this. And we have every reason to believe that the ecclesiastical directors of the Roman Catholics would not permit them to attend any such school.

Section 32† enables the Governors to apply any unexpended income in augmenting the sum set apart for supplementing local effort in the establishment and maintenance of Intermediate Schools anywhere in Ireland.

From beginning to end of the Draft Scheme, there is no mention of religious denomination, either as a qualification for the office of a Governor, or as an indication of the character of any School upon which money is to be spent, or as affecting the right of any child to receive benefit. I contrast the Scheme, in that respect, with every other Scheme framed by this Commission, regulating the application of endowments intended to be available for all denominations, without any religious test, and I can only say that, while this scheme in my opinion violates the intention of the Founder in almost everyone of its provisions, in the character of the education which it seeks to promote, in the mode in which it proposes to apply the Endowment, above all, in the constitution of the Governing Body, and the provisions as to the area over which the benefits of the Endowment is to extend, it at the same time wholly fails to secure the only object with which it purports to be prepared, namely, that of making the benefits of the Endowment available for all denominations without any religious test.

I next refer to the Draft Scheme submitted by the Governing Body. Of course no member of the majority who approved of our Draft Scheme could approve of it, but the parties interested are entitled to my judgment upon the questions which they have raised, and I am bound to say that I am not prepared to adopt the view which it is the great object of the Governors Draft Scheme to put forward, namely, that the Governing Body should be exclusively confined to members of the Church of Ireland, and that the Masters of the Schools should all be of the same denomination. I am impressed by the omission, throughout the whole of Erasmus Smith's documents, of any reference to attendance upon the Divine Worship, or to the use of the Liturgy, or to the adoption of the Catechism, of the Established Church. I am impressed also by his adoption, not only of the Catechism of the Assembly of Divines, but of the Catechism of Archbishop Ussher, whose life was spent in efforts to unite the Protestant sects, and whose Catechism differs from the Church Catechism, in a manner indicating a desire to make it acceptable to those who are not members of the Established Episcopal Church. The withdrawal of the power of Visitation from the Bishops, the Draft Deed of 1680 proposing to sanction the use of any one of five Catechisms, namely, Archbishop Ussher's, Dr. Ball's, Perkin's, or the Catechism of the Assembly of Divines, together with the Church Catechism, and even the language of Erasmus Smith when he prescribes the duties of the Schoolmasters, such, for example as "the exercise of prayer," "exposition," and the like, with the evidence of his association, from 1642 to the end of his life, with those who were not members of the Episcopal Church, all lead me to adopt the contention of Dr. Nicholas, that Erasmus Smith was not merely a Protestant but that he was enthusiastically a Protestant, that he was strongly imbued with the religious earnestness of that age; but that he was what would be called now a Low Churchman,—I am quoting from Dr. Nicholas,—who had more sympathy with Dissenters than with High Anglican views. I think he used the word Protestant to embrace all Protestants, including Presbyterians and Independents, and that he did not regard the term as exclusively denoting members of the Episcopal Established Church. But the more near we bring his religious position to that now occupied by the members of the Evangelical Alliance, the more strongly we make him Protestant, and the more emphatic we make the declarations of his intention not to extend the benefits of his Endowment to Roman Catholics.

This question cannot be decided now; if we had agreed upon a scheme admitting all denominations of Protestants to the benefit of the Endowment, the question would have been decided by the Privy Council or by Parliament, and I should at once have acquiesced in the decision, but I would not have gone further, as at present advised, than to give adequate representation and equal religious facilities to all Protestant denominations, and by adequate representation I should have meant something proportionate to the relative numbers of the pupils attending the Schools. Having regard to the localities, the proportion of members of the Church of Ireland must have been the great majority, and I could not have consented to transfer the Endowments to the North of Ireland, nor to have fixed the Presbyterian representation by reference to the numbers of that persuasion to be found in localities altogether outside the area of the Scheme. Therefore, while I agree with the objection of the General Assembly that the endowment should be dealt with as an educational foundation having a distinctly declared religious aim, I cannot agree that the members of the Presbyterian Church, to be placed upon the Board of Governors, would represent the Body most completely in accord with the doctrinal views of Erasmus Smith, and far less could I accept Dr. Wilson's proposal that the representatives of each of the Protestant churches on the Governing Body should be in proportion to the number of its adherents in the country, and with equal rights to share in the management and benefits of the foundation.

If I am right that Protestantism is of the essence of the Founder's intention, the scheme proposed by the Rev. Mr. Humphrys of course falls to the ground. I have already given my opinion that the mandatory direction of section 13 that, in framing schemes, it shall be the duty of the Commissioners to have regard to the spirit of the founder's intentions, with respect alike to the constitution of the Governing Body, and to educational provisions, compels us here to form a Protestant Governing Body, and to insert provisions for Protestant education. If this be so, the argument founded on the provisoes in the same section falls to the ground, for the only "privileges or educational advantages," to which any class of persons can be in such case entitled, must accord to the denominational intention of the founder, and any express provision which he has made for "the education" of a particular

* Sec. 31. † Sec. 32.

class of children, must carry with it that the Endowment must be applied for the benefit of such children, in giving them the education which accords with his intention, and none other.

Before adverting to the legal arguments, it is only just to the labour which Mr. Humphrys has taken, and to himself, to say that I have read and considered with care all the voluminous documents with which he has furnished us—we have had not merely what appear before the public, we have had from him also other communications supplementing them. I am bound also to give reasons for my inability to accept the Draft Scheme which he has put forward. He objects to the constitution of the Governing Body as laid down in the Draft Scheme, and he objects to any Governors being nominated by the Lord Lieutenant. He contends that all the existing Governors ought to be expelled and declared ineligible for future election, also that all the Judges should be excluded from the *ex-officio* Governors, and in this I may observe not only do I agree with him, but the practice of the English and Scotch Commissions, as well as of our own, in removing public officials who have nothing to do with education, from Governing Bodies of the kind, has been almost universal, and the principle has been expressly approved by the Privy Council in the case of several schemes settled by us, including the scheme for the Hibernian Marine Society and Morgan's Schools. But what does the Rev. Mr. Humphrys propose as a Governing Body in their place? Nine *ex-officio* Governors, the Chancellor of the Royal University, the Presidents of Maynooth College, Thurles College, and the Queen's Colleges Cork, Belfast, and Galway, University College, Dublin, and the President of Magee Presbyterian College, Londonderry. But along with these, representative Governors to be elected by the districts in which the School Estates lie, one representative for a rental of from £500 to £1,000 per annum, and an additional Governor for each additional £1,000 of rental, but the electing body is to be "the local committee," and the local committee is to consist of the Catholic and Protestant Archbishop or Bishop, three Roman Catholic priests, three Roman Catholic laymen, one Protestant clergyman and one Presbyterian clergyman. No Protestant layman at all. Such a Governing Body not only violates every consideration of equality or justice, in dealing with an Endowment founded by a Protestant layman, but it violates the principle upon which alone every member of the Roman Catholic Hierarchy, who has ever appeared before us, has stated that an Educational Body could be accepted by him. I should mention, by the way, that the Scheme also contains the following clause:

"If the number of Protestants or Presbyterians in the district should entitle them to a larger representation on the local committee they shall get it. If there should be clergymen of any other Christian denomination within the district they also shall have a seat on the local committee."

What these clauses mean, or how they should work, or how many seats they would provide, I do not profess to understand.

I come to what he wishes to do with the money. He objects to the maintenance of the High School and the Commercial School in Dublin, they and all the English Schools are immediately to cease to derive any aid from the Endowment, though the High School is now one of the most efficient in Ireland, and was founded partly with the sums available by Statute for English Schools, and partly by the Treasurer's poundage placed by Statute at the disposal of the Governors. He requires two new schools at Tipperary town, a Grammar School for boys and a High School for girls at Pallas Green, a place with 136 inhabitants, the same at Drombane, with less than 120, and three schools at Cashel, with Grammar Schools for boys, High Schools for girls, and Technical Schools, wherever required by the tenants children; in every School, the Head Master and Assistant Masters are to be of the same religious persuasion as the majority, not of the pupils, but of the people within the district, with one exception, that there shall be one Assistant Master of a religious persuasion to which a minority of fifteen pupils belongs. He "objects altogether" to the School Exhibitions, which were Dr. Molloy's main inducement to consent to the publication of the Draft Scheme, and, lastly, he enacts that all the Erasmus Smith revenues within any electoral district must be expended on the children in that district, a provision which would give £1,865 to Tipperary, £3,593 to the Barony of Coonagh, otherwise Pallas Green, in Limerick, £2,752 to Galway, £397 to Sligo, £428 to one townland in Westmeath, £23 to the King's County, £48 to Dublin, and leave nothing at all for Drogheda, though he enacts that the Grammar Schools at Drogheda, Galway, Tipperary shall, under no pretext, be discontinued as Grammar Schools. I apprehend that any judicial concurrence in this Scheme as expedient is unlikely.

The legal principles and authorities prescribing our duty in this case, and which were considered by Lord Justice Naish and by myself before we agreed upon the original basis for the Draft Scheme, appear to me to be unanimous and conclusive, and to cover the whole ground. Sir George Turner, in the *Attorney General v. Bishop of Worcester**, rules that where a summary jurisdiction is created by Parliament, it must be deemed to be the intention of the Legislature, in the absence of any restriction, that the proceedings under it, when resorted to, shall have the same force and effect as the proceedings under the ordinary jurisdiction for which it is substituted. This principle applies *a fortiori* to us, who are, by our Statute, expressly bound to have regard to the spirit of the founder's intentions, with respect alike to the constitution of the Governing Body, and to Educational provisions. We have also, in all other cases, considered ourselves at liberty to refer to the action and reports of the previous Commissions.

In the *Attorney General v. Calvert*,† Lord Romilly lays down that, if a charity seeks to promote religious education, even though the intentions of the founder are not clearly expressed, or the instrument of foundation be lost, or even never had any existence, the opinions and religious tenets of the founder have a most material bearing on the question who are the objects of the charity, and in what manner the trusts of it are to be performed. ‡ If the founder has expressed an intention that religious instruction, of a particular character, shall form a part of the instruction given, the Court will follow that direction, although the effect may be to exclude a large portion of the community most in need of the charity from receiving any benefit from it.

In *Baker v. Lee*,§ Lord Cranworth says: ‖

"Where the trust is confined to the duty of selecting proper persons to teach or expound the doctrines of the Church of England, or to instruct children in any branches of learning, of which the tenets and doctrine of the Church of England are necessarily to form part, and to apply funds for the promotion of that object, it can hardly be doubted that, in the exercise of a sound discretion, the Court will take care that none but members of the Church of England shall be appointed trustees."

See the light which that judgment throws on the expression in our statute that the Judicial Commissioners are to frame the Scheme "in such form as they think expedient." In the same case,¶ Lord Wensleydale, looking at the terms of the deed, thinks it clear that education in godly and other learning was its principal object, and, in order to carry that object into effect, those who were fitted to execute the duties of trustees connected with education, namely, members of the Church of England, and equally fit to discharge the other duties unconnected with it, are the proper persons to be appointed.

In *Shore v. Wilson*,** Lord Lyndhurst says:

"In every case of charity, whether the object of the charity be directed to religious purposes, or to purposes

* 9 Hare, 328, p. 360. † 28 Bea. 248. ‡ 257. § 8 H. L. C. 494. ‖ 513. ¶ 518. ** 9 Cl. & Fin. p. 90.

Oct. 22, 1894.

purely civil, it is the duty of the court to give effect to the intent of the founder, provided this can be done without infringing any known rule of law. It is a principle that is uniformly acted upon in Courts of Equity. . . The moment the fact is known and ascertained, then the application of the principle is clear and easy."

Lord Justices Knight-Bruce and Turner, in the *Ilminster case, held that, though trustees from time to time had taken upon themselves to appoint Dissenters as trustees of a school "for the virtuous education of youth in literature and godly learning," and though the school was held not to be regarded as founded exclusively for Church of England purposes, and though the sons of Dissenters were admitted to participate in its advantages, without having the doctrines of the Anglican Church inculcated on them, the primary object of the school was education, including though not confined to religious instruction, they found that, according to the language and intention of the instrument, instruction must be in conformity with the doctrines of the Church of England. Therefore it was held that every trustee ought to be a member of the Church of England, and that the effect of introducing Dissenters into a trust of that description, "would tend to provoke religious disputes, and be most prejudicial to the conduct of the charity." If that is the law in England as between Dissenters and members of the Church of England, how much more does it apply in Ireland as between not only these denominations, but the Roman Catholic religion also.

In the case of St. Leonard's Schools, Shoreditch,† the Privy Council, in a judgment delivered by Lord Selborne, held that trustees could not impress upon a school any new denominational character, or any denominational character of a binding nature different from that which it originally had, and that if regulations made by trustees were relied upon as impressing a denominational character upon a foundation, they must be shown to have been authorized by the founders. That disposes of the argument addressed to the neglect, by the trustees in this case, to enforce rigorously the religious supervision that Erasmus Smith's will enjoined.

I might multiply authorities to the same effect without end. To show that they are not confined to England I quote Sir Edward Sullivan in the case of Hall's Charity, Limerick.‡

"A Judge sitting here, in the case of a Protestant as well as any other charity, has a paramount duty to discharge, to endeavour to discover the intention of the testator, and if the court is satisfied that he intended that there should be teaching of a religious character in the institution, it is bound to carry it out, regardless of the way such intention may work. It has been much pressed upon me that this is a virtual exclusion of Roman Catholic children from the school. I quite agree in this view, for although I do not think that the religion of a child can be any condition of its entrance or admission to this school, it is plain that Roman Catholic children, intended to be reared in that faith, would no more attend a school in which the doctrines of the Church of England is part of the daily education, than a Protestant child would attend the school where the doctrines of the Roman Catholic Church were to be similarly taught."

That all this applies to us, I quote the authority of Lord Justice Naish in the year in which he held the office of Lord Chancellor. At the conclusion of the preliminary inquiry respecting the Incorporated Society, Lord Justice Naish used §these words:—

"There are certain duties of a very stringent character imposed on us by the Act, and one of those duties, from which we cannot depart, and which the Act of Parliament requires us to observe, is to have regard to the spirit of the founder's intentions, and without fettering any judgment I may form as to any particular scheme, I cannot lose sight of the fact, that that provision was intended to provide, amongst others, for a case of this character, that where we are dealing with a foundation of a purely private character, even when such private endowment has been handed over to a Body of a public character to administer, and when we are satisfied that it was intended by the founder to be applicable for purposes of a particular denominational character, we are bound to have regard to such intention."

No Commission such as this—far less a single Judge—can in my opinion with propriety ignore or violate such authorities as these. As a striking proof that these are no mere Chancery principles, but that they rest on the firm foundation of justice and of public policy, as understood by upright unprejudiced and unimpassioned minds, I quote, lastly, a passage from another authority.

"With regard to endowments of public origin from which any particular class of the community was at one time excluded, on account of religious disabilities set up by the State, it is clear that when these disabilities have been removed, the members of that class should enter into their full share of such endowments, but private endowments stand upon a different footing. When private individuals, out of their own private means establish endowments for the benefit of their own particular religious denomination, and expressly provide that these endowments are to be exclusively applied to the members of that religious denomination, it appears to me to be a principle of public policy, and I may say a principle in which the interests of all religious denominations are equally involved, that the intentions of the founder should be held sacred. Hence in any Scheme drawn up or approved of, by this Commission, for the administration of endowments of a strictly private character, I hold that regard must be had to the intentions with which their foundation was originally made."

These are the words used by Dr. Molloy in discussing the position of the private Endowments vested in the Incorporated Society. In the instruments of foundation, many of those Endowments were given for the education of "the Popish and other poor natives of Ireland," sometimes the particular locality was specified, sometimes the kind of education to be given was prescribed, but because in all cases instruction in the doctrine and principles of the Established Church was ordained, no claim to those Endowments was put forward, either by Roman Catholic or by Presbyterian, after the preliminary inquiry at which it was sought to present those claims. And, by a Scheme unanimously passed by us, signed by both the Judicial Commissioners without question, not met by one single objection before the Privy Council, and now finally approved by the Lord Lieutenant and in operation as the law, a Governing Body, consisting exclusively of the members of the Church of Ireland, has been formed, and the Endowments have been made applicable exclusively for the benefit of the members of that Church. I fail to see how the authority that sanctioned that Scheme could consistently approve of any Scheme which would deprive Erasmus Smith's Endowment of its Protestant character.

One argument alone remains which I had overlooked. I never could see its force, but it was used, and therefore it deserves an answer. It was contended that because the Governors had not compelled Roman Catholic pupils to accept religious teaching, therefore the endowment was to be thrown open to such pupils without religious distinction. At best this was only an *argumentum ad hominem*, for the Charter forbade the Governors even to suspend the rules made by the founder. The English cases are conclusive that no length of neglect or omission to enforce a founder's intention can alter the rule of Chancery as to the obligation to carry it out. The English Endowments Act contains a special provision, omitted from our Act, enabling the Charity Commissioners to get rid of religious restrictions which have not been acted on, but our Act give us no such power. But, apart from all this, the facts displace the argument. The Schools have always been maintained by a Protestant Governing Body, under Protestant Masters, and religious education has been provided in them for Protestant pupils who have been in attendance. Under these circumstances, the character of the Endowment cannot be changed, and

* 2 De G. & J. 535. † 10 App. Cas 30.. ‡ I. Rep. 5 Eq. 403, 424. § Rep. 1885-6, p. 16.

the obligation to observe the founder's intention cannot be affected, by the fact that some other pupils have from time to time been permitted to receive secular instruction, without receiving religious instruction also.

Of course that also disposes of the argument based on the introduction of the Conscience clause in the Draft Scheme prepared by the Commissioners themselves.

In conclusion I have to state the position which I occupy as to the preparation of a Scheme, and the extent to which, and to which alone, I am responsible for the negative result of our proceedings. I maintain that an exclusively Protestant Governing Body must continue to manage the Endowment and the Grammar Schools. I maintain that those Schools must remain under Protestant Masters, and must continue to provide combined religious and secular instruction for Protestant pupils. In many respects, which it would be useless now to particularise, I believe that the framing of a Scheme under our Act might extend the usefulness of those Schools, upon the lines intended by the Founder, might increase their means and advantages, and might confer their benefits on a much larger number of pupils, including, in all probability, many Protestant children of tenants and inhabitants of the wide-spread estates formerly belonging to Erasmus Smith, who are now either ignorant of their privileges, or perhaps cannot avail themselves of them, unless those privileges are made more easy of access and enjoyment. Regarding these Protestant Grammar Schools as the primary object of the testator's bounty, I am struck by the smallness of the proportion of the increased income of the Endowment which has been hitherto applied to them. I hold that the first essential provision of any Scheme must be to make ample provision for these Schools, and to secure its direct application in accordance with the founder's intention. But the estates have multiplied in value since the Founder's death, and after making every necessary provision for the Grammar Schools, and their pupils, including provision for their advancement by University education, a large surplus will still remain. Even if we respect, as I think we are bound to do, all applications of that surplus which have been sanctioned by Parliament or by the Crown, and which are now efficient, notably the provision under which the High School has been established, and poor scholars have been provided for there, and in King's Hospital and in Trinity College, a large surplus will still remain. The only provision which Erasmus Smith made in his lifetime for English schools, was confined in the first instance to five schools upon his own land; in the second Charter to five schools not fixed in locality, and in the third Charter it disappeared. I concur in the views expressed in the Reports which I have quoted, and concurred in by the Vice-Chancellor, that these Schools should be discontinued. The National Board would give to every one of them that remains more money than it now receives from the Endowment, and past experience shows that those Schools from which the aid of the Endowment has been withdrawn, and which have been placed in connection with the National system, have increased in numbers, means, and efficiency. All the money now spent on these Schools, and some of that which is spent on other purposes not contemplated by the Founder, may, in my opinion, now be made available, without in any degree interfering with due provision for the primary objects to which I have referred. In dealing with the surplus funds, not only the legislation affecting this particular Endowment, but the law and practice of Chancery, have always acted with a freer hand. Erasmus Smith himself, under the Charter of 1669, retained a general power of appointment over a moiety of the surplus, which he never fully exercised. In dealing with that surplus now, I should have been glad to extend its benefits to the children of his tenants, without religious distinction, if I could do so. I know that I am exposing myself in some degree to Dr. Molloy's *argumentum ad hominem*. Dr. Wilson's memorandum objects altogether to the application of any part of the Endowment to any form of education disassociated from Protestant teaching. But I should willingly incur these risks to secure the consideration of this case by the Privy Council, and by Parliament, believing that it can be done without any extreme violence to the testator's intentions. Technical Education is the great want of the present day in Ireland. Erasmus Smith, in both the Charters, contemplated the bringing up, to trades and manufactures, of those pupils of his Schools who were not suited for or did not desire University education. He draws the distinction even more clearly in his laws and directions, for he says :*

Oct. 22, 1894.

"The children are to be instructed and taught in the Latin, Greek, and Hebrew, according to their respective capacities, and fitted for their University, if their parents or friends desire it. *Others of them* to write and cipher that they may be fit for disposement to trades or other employments. There are further encouragements in relation to the poor children as clothing while they remain in the school, pensions for those that go to the University, and provision also for *those that are bound apprentices*, some whereof are expressed in the Charter, all which will be declared by the founder's appointment when the revenue comes to be more fully stated."

The Founder did not live to make any further appointment, and the revenue did not become what it is until long after his death. Under these circumstances, I desired to treat a portion of the surplus as an unappointed fund, and to frame a Scheme which would devote a large part of that surplus to agricultural and technical teaching, to be given upon the estates of Erasmus Smith, and to be brought within the reach of the children of the tenants and inhabitants thereof. Mr Carson, as counsel for the Governors, did not object to such an application of the surplus funds. Dr. Molloy† asked—

"Why then do you not provide children of that class with suitable education to fit them for trades and other employments?

"Mr. Carson.—We have no objection that it should be part of the Scheme that children of tenants should be entitled to come in and be taught to write and cipher in the schools."

"92. And be prepared and fitted for trades and other employment?"

"Mr. Carson.—Certainly; we have no objection to that."

Again I asked him—

"97. . . . . But what do you say to the point that you ought to give technical education and that it is needed where Grammar School education is not?

"Mr. Carson.—I think it would be open to us to do that."

I made the remark which expressed what is still my opinion:

"I am bound to say that I think a considerable amount of this endowment might be made much more useful than it is without taking anything away from anybody."

But if this had been done, the Scheme should have been very different from the Draft—we have precedents in the Schemes framed for the Munster Agricultural Institute, and the Pembroke Technical School—the amount to be so applied should have been fixed, and I was willing to fix it at one-third of the net income of the endowment up to £2,000 a year, and definitely to require that amount to be spent in this way, because I was satisfied, upon the evidence, that with proper management that sum could have been set apart, without infringing upon ample provision for the primary objects of the Founder. Provision should have been made to define the mode of application, as well as the amount to be provided, and the religious intention of the founder should have been respected, to the extent of prohibiting the use of any part of his money for the purposes of any education which involved religious teaching inconsistent

* Rep. Powis Commission, 1870, 482. †*Supra* p. 21, Q. 91.

Oct. 22, 1894.

with his creed. But £2,000 a year would have remained to be applied for the benefit of the tenants, and the inhabitants of his estate, in a manner which I venture to believe to be more suited to their position and to their needs, and more valuable to them in every way, than their admission to a system of Intermediate and University education to be conducted by "a neutral or mixed Governing Body," or than the vague prospect of advantage offered by the Draft Scheme which I have declined to sign.

Under these circumstances it will be understood that our failure to frame a Scheme is not to be wholly laid at my door.

Mr. Justice O'Brien. — With reference to the expressions with which the eminent Lord Justice concluded his statement—a statement I may take leave to observe distinguished by power and ability, and, it is superfluous to say, by dignity and moderation—I wish to say that I, for my part, must leave the responsibility of the result that has happened where the facts place that responsibility. I cannot in any way alter them or affect them. But I must take leave for myself explicitly to disavow any such presumption, as to make use of any observation whatever, in the smallest degree tending to restrict or affect the exercise of my colleague's entire independence in the performance of the duty that has devolved upon him, and least of all, to be guilty of the grave impropriety of subjecting, or endeavouring to subject, any judicial person to any kind of odium, for the exercise of that high function of independence. I cannot altogether agree with several observations that he has made, and which perhaps I could not have anticipated. I do not see—after the emphatic declaration that he has made as to the view that he takes on this question, as to this Endowment being such in its own nature, and such as it must remain, according to his view, absolutely and exclusively Protestant in its character—I do not see any reason, nor do I think it necessary, to follow the arguments that he has used, by way of criticism upon the Draft Scheme that was framed—by way of observation upon the constitution of the Governing Body, or upon its provisions, or whether it is acceptable to the Catholic body or the contrary. He has certainly in one respect adopted the most effectual means of preventing the Governing Body being mixed, for he has declared himself entirely in favour of the body being unmixed, and has effected a division of the Endowment, in the manner most acceptable to those whose views he represents, in the manner of the lion, by taking all the spoil to himself.

Some observations have been made concerning the memorandum that was referred to of the late Lord Justice Naish, and some restraint is imposed on me, by his lamented death, in making any observations concerning that memorandum, the time when it was made, the reasons why it was made, and whether it was made upon sufficient ground or not. It is enough for me to say, for the purposes of my own opinion, I entirely dissent from it. I had the great advantage and satisfaction of enjoying the confidence and friendship of Lord Justice Naish, with whom it was my fortune very often to co-operate at the Bar, and from whom I received very many marks of confidence,—of great confidence, and those upon important occasions, and I will merely say that I sincerely entertain the opinion that, if he had heard the views that I would have presented to his mind upon this subject, he would not at least have committed himself to the expression of opinion that he gave, an opinion that is sufficiently ambiguous and doubtful in its own nature.

I have considered it necessary also, as the Lord Justice has, to write what I intended to propose or submit as the reasons and ground on which my part in this matter is based.

An estate which at present yields £6,700 a year, and at one time had grown to a rental of over £10,000, and which, having regard to the time of its origin and increase, must have produced, during a period of nearly two centuries and a half, more than a million sterling, was given by Erasmus Smith, mainly for the education of the tenants on his estates; and that vast fund, without indeed any ground of personal reproach, and, in fact, with one conspicuous example of self-sacrifice on the part of distinguished men connected with it, has nevertheless, through inherent tendencies to abuse, been cast into a gulf, from which no proportional return has come—lavished, wasted, cut up, and carved, upon mistaken projects, or upon the incessant craving of personal interests, given away to one institution or another, without, or in abuse, or excess of legal authority, and a prodigious amount of it sunk in a vain and idle war against progress, in maintaining the rivalry of the so-called English Schools with the National system, which, it is now admitted, must be abandoned, with all the oceans of money spent on them; while if anyone were asked what part of this immense *sportula* found its way to the tenants of Erasmus Smith, whether one of the tenants was ever educated out of it, whether a single ray of the light ever reached the class for whom such a munificent provision was made to dispel the darkness of ignorance, the question would be considered simply as one of irony. The lands are there, the tenants are there, the education is wanted, but the money is carried away, as it were, into exile, with the consequences, and hardly less than the bitterness, of conquest.

That is the case we have to consider, which this Commission has failed to deal with, and which, in the result arising out of insuperable obstacles existing, if not in the nature of the case, in the constitution of the Commission, legislation alone must deal with, and will deal with, if it be still considered the concern of the law to remedy an intolerable grievance, whether by taking the whole funds into its hands of its plenary authority, and satisfying the preference so distinctly declared by experience for denominational education, in the measure and proportion of the class for whom it was intended, or by adopting, as the basis of law, the scheme that was prepared with so much ability and labour, and true liberality, by our late distinguished and honorable colleague, Professor Dougherty, a scheme not calculated indeed to meet the exclusive views of any religion or party, but a necessary compromise for the overthrow of a great abuse, and a broad and just measure of equality, appealing to sympathies wide and general as the object, the diffusion of the light of education, and constituting another wing in that great march of intellectual advance, which was the object of the system of Intermediate Education.

The State has assumed the right to deal with this Endowment. That is conceded. At first it was contended that it was within the exceptions by which endowments under the exclusive management and for the exclusive benefit of a particular denomination, are excluded from the power of the Commission. That claim, however, was afterwards openly abandoned. And of necessity, for there was no express restriction as to the religion of the Governors, though they were, no doubt, Protestant at the time. And it is manifest that Catholics were intended to be educated, as proselytism by means of the education was directly contemplated. All, therefore, that is not within the exceptions of the Statute, the State has taken absolutely into its own hands to deal with. What is the object for which the authority of Parliament was stated in the Act to be required? The object is expressly declared to be, to extend the usefulness of Educational Endowments in Ireland. And in the similar English Act of 1869, it is declared to be for promoting the greater efficiency of Endowments, and carrying into effect the main design of the founders, by putting a liberal education within the reach of the children of all classes. There is no mention in the Irish Act of anything so illiberal as religious exclusion,

or of any religious distinction in the classes. The main design "of the founders" in the English Act, which cannot be different from "the founder's intention" in the Irish Act, on which I have never ceased to think my colleague has insisted upon putting an erroneous meaning, and made that the basis of a great deal that is questionable in the proceedings of this Commission, is expressly construed by the Statute to be "for the purpose of bringing education within the reach of the children of all classes." In the whole of the Irish Act, there is not a syllable concerning religion as a matter to which the Commission are "to have regard," expressions which, even where they do apply, impose no absolute obligation of obedience under all circumstances, but indicate an object to which attention is directed to be paid. Religion is mentioned as a reason for the Endowments being put altogether out of the reach of the Commission, but nowhere as a ground of action when they come within it.

The policy of the state, which has therefore acquired a right to deal with the fund, must govern. What is the State? See how much is involved in the answer to this simple question. The State is that power which is charged with the interests of all classes of the community alike, which not by a single act, or on one occasion, but by a stream of policy flowing through large spaces of time, in one unchanging direction, with a volume and force and constancy, like, in moral strength, to that sea whose "icy current and compulsive course ne'er feels retiring ebb," has proclaimed its imperative will, that all religions are equal in civil right and privilege, and entitled to share alike in the beneficence of its rule.

I cannot but come to the conclusion that the long appropriation, by the Protestant community, of this Endowment to themselves, and the fact of the religion of the founder, are the real and not an unnatural cause for their resistance to its being applied to the objects for which it was intended; but I must deny that such wrongful assumption, in law, or reason, or justice, constitute any legal or moral right whatever or any ground for opposing the will of the State, in respect of a charity in which individuals can have no pecuniary benefit, of which new objects are always coming into existence, clothed with the same rights—with a birthright which cannot be taken away before they are born, and to which the principles that attribute right to the long possession of private property, can have, in the nature of things, no foundation in analogy. There is no property in charity to which exclusive use, in opposition to definite terms of gift, can attach a right. It is the common right of all, like the air and the light. Least of all can that form of charity that is employed upon the cultivation of the mind be attached, by use, exclusively to certain religious opinions, which a man may alter, while the law professes to shield the liberty of conscience from invasion. The light of education—the light that illumines the mind—borrows its image and liberality from the beneficence of nature, that spreads the physical light, with equal bounty, to all parts of creation.

Reason, natural right, and public policy, therefore, being all the other way, in order to make out that this is a Protestant Endowment to be managed by a Protestant body, and for Protestant education, and to arrest the hand of the State in applying it for the objects for which it was created, some ground must be found in the original constitution of the Endowment, as affected by the law under the Statute which we have to carry out. Can any such ground be found which will stand the test of a real examination? Let us come to close quarters on this matter. Erasmus Smith was a Protestant, and he wanted to make Protestants. He had two intentions. He wished to educate his tenants, and to convert them—to mix the oil and water together. The two things are impossible. Which of them has the Legislature taken up? I never could consider that there was any real doubt either upon Erasmus Smith's intentions or upon his religious views. Whatever complexion these assumed under the changes of the times, whether he was a Protestant or Presbyterian, or whether the original Protestants were really Presbyterian, whether it was the Catechism of Ussher, or of the Assembly of Divines of Westminster, that he wished to be taught, or whether these catechisms differed in their doctrine, and what was the argument to be drawn from the difference, all such questions, which were at one time very much discussed, have ceased to be material, since the net has been so successfully set to catch the Presbyterian body. So far as I took part in a dispute in which the interests of Catholics was that of merely speculative justice, I could not adopt the argument that Presbyterians were not Protestants, and therefore gave my voice in favour of equality and against exclusion; though it was reserved for me to witness the spectacle of the victims of proscription themselves joining the forces of intolerance, and, in their rush to enter the forbidden precincts, slapping the door in the face of the Catholics who came together with them to knock for admission. Nor could I see any ground for real doubt as to his religion or the objects he had in view in any point that concerns the question we have to consider. He was a person that, in the *novitas regni*—in the possession, but recent, of the spoils of conquest, was desirous to stand well with all persons in power, and spread his sails to catch the varying breeze from all quarters. The argument before us that he chose the Westminster Catechism and his first governors to please Cromwell, and that he took Ussher's Catechism and his second list of governors to please the king, and that in neither was he a free agent, is extremely likely to be well founded. Some account must exist of the difference between the two, and that can only be the continuance of the hostility between the Protestants and the Puritans—between the people whom Laud expelled, and the people who put Laud to death. I would say the true motive of his conduct—of his charity and his charters alike, was to secure and consolidate his title to his land in Ireland then in jeopardy, as appears by the Act of Parliament, the Act of Settlement, referred to in the Charter itself; and in the situation in which he stood, it was of great importance to him to draw the bonds more closely between himself and the tenants; and that fact is not without great influence upon the argument in their favour

Some observation has been made by my colleague upon what was his expressed intention, and the Lord Justice is far too sagacious not to see the great weight that lies upon that question. He has made a statement that the object of Erasmus Smith was to propagate the Protestant faith, and in the Commission in which he took part, that is put forward as the object of Erasmus Smith, and my colleague, perhaps, does not usually put forward propositions of that kind, except with the intention that they shall have a certain force and effect. I deny that statement altogether. The statement that his object was to propagate the Protestant faith, is taken from his letter of 1682—that was not the object of his foundation at all. The original evidence of his intention is found in the deed of 1657, a deed so important that a great effort was made, in the argument on behalf of Dublin University presented to us by Mr. Carson, to get rid of it and throw it overboard altogether. And in the beginning of that deed, in the part that determines what was his real motive and object, he introduces the statement of his intention by these words;—

"And the intention of all parties to these presents is that the children of the poor tenants inhabiting on the lands aforesaid and the children of such as are poor or live by their labour are to be taught at the said Schools free and without paying anything for their teaching to the said masters,"

And then he goes on to provide for the further intention that these same tenants, educated in these Schools,

Oct. 22, 1894.

are to be prepared for admission to Dublin University. That is the authentic and absolute declaration by himself, at the first moment and when founding this Endowment, of what his real intention was.

Now, in the multitude of conflicting arguments upon the question, one point stands out conspicuously clear, and is removed from all doubt or ambiguity. Erasmus Smith did not intend to exclude Catholics, but to proselytise them by means of education. The Indenture of 1657, the Charter of 1669, the Letter of 1682, and the "Lawes" that he made, as he called them, are all absolutely inconsistent with any other idea. That, therefore, is the object which the opponents of the scheme must avow they are bound to carry out. It is not a case of a conscience clause, or of any evasion or indulgence. No—they must govern and manage the Schools so as to change the religion of the pupils. That means open war upon Catholics. Let that be distinctly understood, at all events. The deed of 1657, which contains no warrant for such a conclusion, was sought to be set aside in the argument on the ground that it was not acted upon. The suggestion, however, was entirely incorrect, for the property passed by it, and the trust was completely declared, and the Charter referred to it. But the Charter is no less explicit and positive as to the object. For it declares that the said free schools shall from henceforth be, remain, continue to be connected, employed, and used, for the teaching or instructing of twenty such poor children or scholars, who shall dwell or inhabit within two English miles of the said respective Schools, and also for the teaching and instructing of all and every of the children of the tenants of the said Erasmus Smith, his heirs, executors, or assigns, at what distance soever from said Schools such tenants shall dwell or inhabit. That is the absolute trust created without any qualification whatever. The first rules, substituting Archbishop Ussher's Catechism for the Catechism of the Assembly of Divines, are inserted in the charter but could not possibly in law affect that distinct and independent enactment. By what power can that right be abrogated? That could not be done by the letter of the 6th June 1682, even if it professed to have such an effect. That letter, in which he gave his judgment why the schools were so "consumptive"—"because the suckers starved the tree"—because the rivalry of the Popish schools was killing the miserable things founded on restraint and hypocrisy, and calling upon them to punish the incorrigible Catholics by forfeiture, and, when corruption failed, in the usual succession, invoking the tyranny of power, and suggesting that the Catholic schools should be suppressed by open force—all this betrayed his vexation and consciousness that even then his scheme of proselytism had entirely failed. I cannot see any evidence or any necessity in argument for the suggestion that this letter was a forgery by the Protestants. Why should they forge it, if we were to enter into a question of probability, without a shadow of proof? They did not want forgery. They were in possession. All power was on their side. The party of ascendancy had it all their own way, for more than a century at least. They had the fleshpots—and the sword in reserve. Erasmus Smith did what the fanaticism of the times and unchallenged power could lead him to do, to kill and stifle conscience—with the result of which all ages bear witness. Conscience survived him. Catholics would not have his schools. They turned away with loathing from the Syren cup that was offered to them. The bread, they said, which you have tendered to us, is poison. Your light of education—is the darkness of the soul. Come ignorance, come night of the mind, come poverty, come tyranny, "come rack, come rope," as was said by one who knew both the rack and the rope, we will have nothing to say to the iniquity of the lure you have held out to us. This is the demonstration of time, that buries so many fallacies and errors. Centuries have come and gone since then. Force has been tried, art has been tried, oceans of money have been spent, the fabled stone of endless and impossible labour has been rolled up the hill, sometimes pushed up with the bayonet, only to come crashing down again like an avalanche, with missions and societies and Kildare Street schools and English schools, all hurled into the abyss of disastrous failure. Vast palaces have been constructed out of this Endowment, which the tenants view like haunted houses and never enter. I suppose the theory must be maintained, however ridiculous in fact, that the schools are still open to receive the sons of Catholic farmers in the South, who are willing to accept Protestant instruction. What a proposition! But they wait, and must wait, *dum defluat amnis*. The Catholic Esau has never yet come. This is the point where my learned colleague and myself part company. He overlooks time. He stands upon the banks of the Boyne, I stand in the 19th century—which has witnessed the Corporation Acts, the Emancipation Act, the Church Act, the system of National Education, the opening of Degrees and distinctions in offices and Universities to Catholics, and all those affluents of legislation that have gone to swell the mighty tide, still without slack or ebb, advancing in the direction of religious freedom. Could it be the intention of the law to reverse that tide—to sanction at this time of day a machinery of proselytism—to re-impress into this Endowment the features of intolerance which it has been the constant object of the legislature throughout so long a time to erase from public policy—taking no account of time, as if sleeping for centuries and suddenly waking up in a new world of reason and justice.

The two things, therefore, which Erasmus Smith had in his mind—to educate his tenants and to make them Protestants—are impossible together. For if any man can be found in the country to say the contrary, I have nothing to say to him—let him go to Anticyra. What is the result according to ordinary principles of law? If a gift be made to a man upon the condition of certain qualifications which are impossible, he takes it discharged of the qualifications, or it reverts to the donor. The law thinks of the principal object and not the accessory. It prefers the living man to the vesture. But can anybody else seize it? Smith did not give his property to educate Protestants. He gave it to educate his tenants. There is no degree of proximity between the two relations. One is a special relation of property, with an interest and a duty attached to it. Protestants do not become tenants, because tenants do not become Protestants. The thing is directly confessed, for the schools, with the exception of the one lately established in Harcourt Street, mainly by the fund provided by the liberality of the Vice-Chancellor——

VICE-CHANCELLOR.—No.

Mr. Justice O'BRIEN—are planted on the lands where the tenants are, and stand there a monument to confound the usurpation. During the long night of persecution, when complaint was silenced by terror or by law, the barrier of religion was set up under colour of keeping the Catholics out, but in reality to keep the Protestants in—that barrier which the State is now called upon to raise, and to throw open the portals to liberty and justice, and admit the rightful heirs to their kingdom. And the heirs are in crowds ready to enter. For by the calculations which were laid before the public meeting of the Commission by the Rev. Mr. Humphrys—of whom I must say in justice that he has exhibited a zeal and ability upon this question that far surpass anything, in my experience, shown by anybody upon any public question on late years—calculations supplemented at the request of the Lord Justice with further information, showing still more striking results, which I have not immediately at hand—there were 242 Catholic* tenants on the estate

* See also Appendix B, Documents, *infra*, p. 261.

of Erasmus Smith in the Tipperary Union, and but 16 Protestant tenants, several of the latter persons holding official positions or Protestant clergymen, and on the whole it is stated that the Catholic tenants were not less than 98 per cent.; and in one district of Tipperary, comprising a radius of six miles, there were 157 boys receiving Intermediate Education in Catholic Schools, and in a Catholic Intermediate School at Bruff, where the estates also were, there were 58 boys. And it was also stated, as a proof of the extent to which higher education was required, there were, in 1887, 250 professional men who had come from the district, and in two parishes alone where the estates lay, there were 50 professional men, and 21 students in colleges—all which numbers alike, there can be no doubt, have greatly increased since 1887; while if we admit into the calculation the females who are educated in the Convent Schools in the locality, or come from the locality, the total would be raised to a prodigious aggregate. These are the persons for whom Erasmus Smith intended to provide, and who behold themselves, in the interests of such a minority, deprived of their birthright. Let any man in the community, in whom prejudice or interest has not quenched the light of reason, boldly stand up and declare in the face of day whether such a state of things can be justified. Indeed, I have not failed to notice, in unexpected quarters, indications of a grave sense of responsibility, an honorable sense of right, if not of an alarmed conscience, produced by the startling challenge which these figures deliver.

The statute under which we act, excepts from the Commission endowments which are under the exclusive management and intended for the use of a particular denomination. These conditions, it is admitted, do not exist. Even if the changes in the law admitting Catholics to certain offices did not affect the constitution of the governing body, the second branch of the exception would not apply. For Erasmus Smith did not want to exclude Catholics, but to admit them first and then corrupt them. Now, any ordinary person reading this exception would come to the conclusion, that the law had provided by it for the question of religion, and then finally dismissed it. He would be confirmed in that conclusion, probably, by observing that the name of religion is never mentioned elsewhere in the Act. He would, perhaps, be further confirmed in it, by considering the inroads which the legislature has made of late years, or rather the clean sweep it has made of all kinds of religious qualifications for oaths, offices, and for public employment of any kind. However, the question of religion, driven from the Act by the 7th section, and pursued by my colleague, has been found by him to have taken refuge in the 13th section, by which it is declared that, in framing Schemes, it shall be our duty, with respect alike to the constitution of the Governing Body, and the educational provisions, to have regard to "the spirit of the founder's intentions." He says that includes religion both in the government and the education. I wholly dissent from that view, and, having my attention often drawn to it, have never wavered in the conviction, that it is an erroneous construction of the statute. The very association, in the same precise sentence, of "educational provisions," which do not in themselves import any element of religion, as subject to the same spirit, is distinctly opposed to such a meaning. Even if that construction were correct, there is a direct answer to it, in my opinion, from other parts of the section. The section provides three things. First, that the Commissioners shall have regard to the spirit of the founder's intentions; next, that where the scheme abolishes or modifies any privileges or educational advantages to which a particular class of persons is entitled, whether as inhabitants of a particular area, or belonging to a particular class in life, or otherwise, they shall have regard to the educational interests of such a class; and then there is a proviso, which overrules the whole section, and is not in the same terms as the two preceding directions, but is a direct and positive command, that where the founder has expressly provided for the education of children belonging to the poorer classes, either generally, or of a particular class, or within a particular area, or otherwise for their benefit, such endowment shall continue, so far as requisite, to be applied for the benefit of such children. Now, I would not think it a very reasonable or satisfactory construction to say that "the poorer classes," not the poor, but the comparatively poor and those of a particular class, or within a particular area, must be taken to exclude the tenants of Erasmus Smith. What construction can be put upon the word "poorer," except those who are too poor to provide for the kind of education intended for them? In the Report of the Commission of 1854-58 this was the view adopted, using the very expression "the poorer classes," which is to be found in the present statute. But if the tenants on the estates are within that description, there is an end of "the spirit" altogether. For "regard" to the spirit of the founder's intentions could not be held by anyone to prevail against the positive command of the Act, forbidding the rights of those classes to be interfered with. So that it is an inevitable result, that the children of the better class would have to read the Protestant Bible, but the children of a lower class would not—that religion would follow the colour of the cloth—*quod erat ridendum.* In like manner, in what way would regard be shown to the educational interests of a higher class, since, if they were Catholics, they must be turned out altogether, in obedience to the "spirit"? I do not say that these contradictions and absurdities arise out of the statute at all, but they are the logical consequence of the effort to twist and force the other provisions of section 13 into an association which has no existence except in imagination. Let us put a plain test. If instead of the words "spirit of the founder's intentions," "religious spirit" had been used—if it had been openly declared in Parliament, that the object of the section was to fan into new life a flame dying out for centuries, of which hardly the ashes remained, what would be the fate of such a provision? But let us see how much further this "spirit" takes us into the wood. The spirit is a Scotch as well as an Irish spirit. Our Act was passed in the year 1885. The Act relating to Educational Endowments in Scotland was passed in the year 1882, and from that Act our 13th section is copied exactly without change of a word. In the Scotch Act also there is an express exception of endowments belonging to Universities, or solely or mainly applicable or applied to the purposes of theological instruction, or belonging to any theological institution. Likewise, there is an utter absence of all reference to denomination elsewhere in the Scotch statute. Could it be contended that it was the intention of the Legislature to take a provision from the law of Scotland—where the distinctions of sect are such as few even in this country understand—and put it down upon the widely different conditions of religious difference that exist in this country—to squeeze them both into the same Procrustean bed—and that without a syllable of allusion to the subject of religion at all. Whereas, if we read the section as applying to secular questions alone, we find a variety of questions common to both countries alike, concerning the government of endowments, such as the mode of appointment and succession, the locality, the class, the members, whether lay or clerical, and concerning educational provisions, infinitely various, which demand regulation and are subjects to satisfy the provision of the statute—a provision standing beside and in immediate collocation with other objects of a necessarily and purely secular nature. But the argument goes further still than the identity of the section in the Scotch Act; for the exceptions in the Irish Act on the subject of religion are studiously

Oct. 22, 1894.

Oct. 22, 1894.

more extensive to exhaust that subject, and take away all reason for the migration of the spirit of religion into other parts of the statute. The "spirit," moreover, which the Lord Justice finds in the 13th section, is only half a spirit. That is the religious half. The other half—that which concerns the tenants of Erasmus Smith—is dropped altogether. That part of the spirit is left to shift for itself. But what an extraordinary spirit this must be, that is attended with such effects! Are the Grammar Schools of Erasmus Smith, in spite of what has been lost upon them, in reality perishing of inanition everywhere? Oh, "the spirit of the founder!" Are the English Schools which cost £36,000, for the same period as the others cost £11,000, all but extinct, with no more trace left of them than if they were wasted by the Atlantic Ocean? The "spirit" wasted them! Are the tenants, who dig and plough and sow to produce the rents of those estates, left under the blight of ignorance which the light that was to shine upon them is not allowed to penetrate? The spirit still. A malignant spirit truly! A spirit that sows but hatred where food should grow, that substitutes darkness for light, that wrongs the children of those tenants in their cradle, and is tracked everywhere by barrenness and failure.

The burden is on my colleague. The Endowment is not within the exceptions—that is admitted. It is, therefore, subject to the Commission—that is also assumed. The declared duty of the Commission requires them to make Endowments more available for education. There is the statute, bringing the case under the Commission, and under that express command. What takes it out of it, unless—out of the air—out of the vacancy of all materials for such a creation, Prospero "can call spirits from their confines his present fancies to enact?" What does my colleague want? Does he want that the Governing Body shall be exclusively Protestant to manage an Endowment to which Catholics shall still be admitted? The fact that Catholics holding certain offices are entitled already to be members, is the strongest condemnation by law of such an insulting and unwarrantable proposition, which I hardly can consider any moderate Protestant would advance, or could advance, in this country, without exciting a great flame of feeling. Or does he mean that Catholics shall not be admitted at all, or that the teachers should be Protestants, and Protestant instruction given? Then the tenants are excluded. They never will take the education offered on those terms. That is their own fault, said Erasmus Smith. But that wise person lived in a time when yet the unalterable moral facts of human experience had not, by dangerous revelations, attested their right to be accounted with, no less than the physical laws that rule the world. Catholics, it is true, have been educated in some small numbers in the Grammar Schools, but that was by the entire abandonment of Erasmus Smith and his proselytism.

"The Charter,"

says the *Report of the Commission of 1854–58;—

"which requires that all pupils of the Grammar Schools should be instructed in the Catechism of Archbishop Ussher, has been systematically violated in the three Grammar Schools as to which we received evidence. Thus, the master at Ennis says, 'I never interfere with their creed (*i.e.* that of the Roman Catholics) in any way.' The free pupils in Ennis are, in general, Roman Catholics, and the rules as to instruction in Catechism were never made known to the master. In Galway there was no interference with the religious opinions of Roman Catholics; an usher was dismissed for interfering with the religious opinions of the boys. It appears also that at one time the Roman Catholic religion was taught to the Roman Catholic boys at the school."

Oh, shade of Erasmus Smith! But there is another passage which carries back to very remote times—to a period immediately after his death, the inevitable tendencies of the human mind, and shows how soon the tide began to flow, that it is now sought to turn back.

"As to religious instruction, it appears that at an early period Roman Catholics had been admitted in large numbers, but that in 1712"—

—a period that ominously corresponds with the introduction or first activity of the Penal Laws in Ireland—

"Rules were framed 'for the purpose of hindering the youth educated in the Grammar Schools continuing or turning Papists'; and that immediately afterwards the master of the Galway School complained that these rules had deprived him 'of eighty-five Roman Catholic pupils, of whom seventy paid him for tuition, and thereby he suffered very considerable loss.' He prayed the Governors to take the matter into their consideration, and either to relax the stringency of the rule or increase his salary. The matter was eventually referred to the Archbishop of Tuam, and it would appear that some compromise was entered into."—

And the compromise I would shrewdly suspect was not a compromise by way of increasing his salary, when the other alternative was open to them, which cost no money.

"It seems that after this Roman Catholics frequented the school, and it was stated before us that one usher was dismissed for interfering with the religious opinions of Roman Catholics. It thus appears that neither the intention of the founder nor the rules of the Governors of 1712 were carried into effect."

So that, under an Act of Parliament, passed with full knowledge of the results of that Commission, and without anything to preserve such obsolete bigotry, we are called upon, in framing a Scheme, according to my colleague, to write into it what two centuries have blotted out—to revive a *corpus mortuum* buried in the time of Queen Anne—to re-introduce into the Endowment a rigour of intolerance, which the common interests of all concerned—the conviction that the "consumptive" tendencies that the founder lamented, would otherwise end in rapid death—and lapse of time, and the sense of justice, had combined to expel from it, under the inevitable fate that awaits all attempts to usurp upon the province of conscience—to stamp upon futurity the image of tyranny over the mind—to imitate the foolish king and lay bonds upon the ocean.

Of course I cannot but know that there is a large class in this country that prefers interest and emolument to high-flown enthusiasm for right. Yet I cannot but believe, at the same time, that there are a great many enlightened Protestants who, at least, if they were satisfied that there was no unjust invasion of their right, would not wish this sore to continue, or to approve of a course that can have no other object but to poison, even from the fountain, the stream that has flowed in their midst, from which Catholics were found willing to draw, when it was pure from danger or offence to their religion. Of such a disposition I take an example from the ‡minute presented by a distinguished member of the Presbyterian body, Dr. Todd Martin, to the Commission of 1878. After referring to the Royal Schools, and stating that his community desired to see established, on the non-sectarian principle, a complete system of schools, bringing the advantages of secondary education, within the reach of the entire population, and that the denominational character of those schools was a hindrance to their popularity and usefulness, he says, with reference to the Erasmus Smith endowment:—

"If it should seem good to the Legislature to employ these funds solely for educational purposes, without reference to religious distinction, ... the Presbyterians would offer to this course no objection."

I quote this as the expression of a just and unbiassed mind, unconnected with institutions which introduce into the question the disturbing elements of power

* Rep. 1854–58, p. 79. † Rep. 1854–58, p. 69. ‡ Rep. 1880–81, Vol. II., p. 210, Q. 6252.

and privilege and interest—when left to the influence of natural judgment, and before those whom the author represented were drawn away by temptations of advantage from the cause of religious equality.

In the resolution that my colleague has formed, not perhaps, if I am at liberty to form any conjecture, without some constraint on his natural instincts, to anchor his ship to a shore that the waters have left ages ago, he has appealed, in the only document by which I can fix the authentic expression of his views, to the reports of Commissions, some of which I have not the means of seeing at present, and among the rest, of the Commission of 1854–58, as classifying Exclusive Schools, as those into which one religious denomination alone has a right to be admitted. The definition, as quoted, leaves out the other branch of exclusion—that the trustees are of one religious persuasion—which is one of the two grounds on which, the Endowment was decided not to be exempt from this Commission. Unfortunately for the value of their opinion, the case is outside the tests of exclusiveness laid down, for the strict right exists, and they have recorded the fact themselves, that it was continually exercised, which shows they did not understand their own definition. But the value of their judgment, on the legal question, may still further be judged from the fact, which is stated by them, that they never saw the indenture of 1657 at all, the foundation of the Endowment, until after their Report. But I really fail to understand distinctly what is the effect upon the question attributed to those statements in Reports of Commissions. They are not statements of fact, but of impressions or conclusions which, in this case, the facts themselves subvert; and, as opinions on legal questions, of course they are of no account. The bluebooks go one way, and the outer mankind go another. In the literature that is identified with the name of the late Mr. Hancock, it is all quite regular; but in the outside world, it is all mere illusion. What would my colleague, with his distinguished legal acquirements, think of a claim to private property, which was evidenced by a chain of documents, all in beautiful order and sequence, but to which there were no facts corresponding in external physical reality? Of course he could not be deceived by such a thing. Yet, in what respect different is this argument from Reports of Commissions, opposed, as they are, to the whole current of facts? However, as he has dwelt so much on this kind of argument, and, turning away from what has gone on in the world, founds himself upon a kind of apostolical succession of bluebooks, I must point out that there is a break in the succession, which my colleague has himself considered it necessary to anticipate. There are Commissions against Commissions. For more unsuspicious testimony comes up from a period, not less than 100 years ago—from the Commission of 1791, the Report of which contains this remarkable passage* :—

"The Schools of Erasmus Smith, though originating in the intentions of a private individual, yet, from the repeated interpositions of the Legislature, and of the Crown, may now be considered as public institutions."

That subverts the ground, otherwise entirely untenable, on which one of the opinions quoted on this subject is based. That is the common sense and reality of the whole business—the impression on the minds of all people who have grown up in the country, and have their eyes open to the means of education. Time, convenience, legislation, interest, necessity, the ambition of youth, thirst for knowledge, and the willingness to satisfy it, have utterly transformed the Endowment, so as to prevent it from being cribbed into the narrow category of a personal possession, and withdrawn from the power of the State to deal with in the interest of the community.

This is not the occasion for a legal discussion, with which indeed the question is already overloaded, because by what has happened it has passed away from a tribunal comprising legal elements. But, lest I should be supposed to acquiesce in some of the arguments that have been used, I consider it right to state that, in my opinion, neither the case of Hall's Charity that was before Sir Edward Sullivan, nor any of the other decisions, either with reference to the principles of the Court of Chancery, or to the right of this Commission to be substituted for it, have any application whatever to the present Endowment. Those were cases where, by reason of the class being general, the conformity to certain religious rules or observances was what made members of the class eligible to the advantages of the Endowment, and became in reality part of the qualification. Here, the religion is not the qualification at all, but the special relation to the property of the founder is the qualification—which relation was to be perpetual. The class was not a general, but a special one, holding a fixed and invariable relation, to which accidental or varying description, such as that of the poor, could not answer.

In the course of the argument, counsel was invited by the Lord Justice to consider whether the English Act threw any light upon the duty of the Commissioners in framing Schemes, and he replied that it gave no assistance, on account of the difference of the statutes. But, turning to see, where he found no assistance, whether any was to be found against him, I find the English Act affords a most powerful argument adverse to the view taken by my colleague. For the 17th section of the English Act declares that—

"In every scheme (except as thereinafter mentioned) relating to any educational endowment, the Commissioners shall provide that the religious opinions of any person, or his attendance or non-attendance at any particular form of worship, shall not in any way affect his qualification for being one of the Governing Body of such endowment."

So that, if the Endowment were in England, and Erasmus Smith had enacted in the most express manner that his Governors should be Protestants, which is not the case here, it would be the duty of the Commissioners to order the contrary. What is the "exception hereinafter mentioned"? The exception is where religious teaching is prescribed by the terms of the Endowment—

"Which terms have been observed down to the commencement of this Act."

What would become of Ussher's Catechism under this last clause? For no one says that the terms of Erasmus Smith have been observed down to the present time. All the evidence is, that the terms have been distinctly violated. That is as to the Governing Body. Then as to the pupils. The exception contains an exception within it, which preserves the right of the parent or guardian to object absolutely to the religious teaching, and to insist upon all the advantages of the education being afforded to a day pupil, even if he be objected to as a boarder. And, be it observed, the provisions in the English Act are all negative as to interference with religion, and give the Commissioners affirmatively no power whatever to introduce any religious qualification or restriction. These are emphatic declarations of public policy, which it would be ridiculous simply in this Commission to fly in the face of; and they are a significant omen of what will happen, when the insular bitterness of intolerance in this country comes to be exposed to the broad light of imperial justice.

I am of opinion that, according to the true principles of the Court of Chancery, the intention of Erasmus Smith to provide for the education of his tenants must prevail, whatever other intention he had, even if there were no statute at all upon the subject. I am also of opinion that the statute, having regard to the exceptions, gives no authority whatever to this Commission concerning religion, either in the government

* See Rep. 1854-8, Vol. II., p. 351.

Oct. 22. 1894.

or the education. I am still further of opinion that, if such a power existed, it would be an improper discretion to exercise it. I am, moreover, of opinion that it cannot be a compliance with the requirement of the Act of Parliament to make endowments more available for education, to establish a system which shall exclude persons from availing themselves of it. And I am of opinion, in conclusion, that the proposition to establish a Protestant government, with the power to direct religious teaching for schools to which Catholics may find admission, either by right or by concession is, to the last degree, arrogant and unjust.

From the first I could not but be under apprehensions, without any desire whatever to realise them, that the possession by the Protestant community for so long a time of this Endowment—the belief, which I cannot but consider to be sincere in the minds of many of them—that they were sought to be deprived of what was their property, and the various personal interests, no less than feelings intertwined with it, would bring into collision such fundamental differences of opinion, that there was little chance that this question could ever be settled except by legislation—except by an appeal to Parliament to declare what was its own mind in passing this statute—that the case of Erasmus Smith would be found to be "the breaking point" of the Commission—and that those differences could not in any way be stifled, or buried, or ground down together, without agreement on the principle of absolute neutrality. Compromise was impossible, and any attempt in that direction would infallibly be used to wreck any scheme founded on it. Protestants claimed the whole property as their absolute and exclusive right. The tenants on the other hand insist that they are entitled to the benefits of the Endowment. There is no principle of division, for there are none among whom to divide, at least, in any other proportion than 98 per cent.

Nothing remains, therefore, in this conflict of interests and views, but the arbitrament of the supreme power of the State, to remedy a crying and intolerable grievance, that has come up again and again for years, and most certainly never will be silent. This scheme which my colleague has refused to sign, and which was approved by the majority of the Commission, and was prepared by our late valued colleague, Professor Dougherty, with great labour and zeal and loyal attachment to tolerant principles, and with an entire mastery of the whole round of the system of public education, is a complete and perfect basis of an Act of Parliament, constructed perhaps with a greater expenditure of thought and care and mind than a public assembly can bestow, if the Legislature desires to give effect to its established principles of religious equality.

In arriving at a conclusion upon this question different from that of my eminent colleague, it was my duty, at least, whether or not imperfectly performed, to remove from my mind all conscious influence from difference of religion that might lead me into error—might cause me to do any wrong to my Protestant fellow-countrymen, or to be wanting in the trust of Justice confided to me. That trust makes me the enemy of all wrong, of all spoliation whatever, committed against any class or institution or religion. So does ineradicable personal feeling. So does, not less, the conviction of the mischief that finally results from all interference with other persons rights. Spoliation or restitution—that is the question; and restitution, by inexorable law, follows spoliation. We can, perhaps, even in our own experience and country, follow down invasions of right, from remote time, into consequences of disaster that have fallen even upon the innocent. Time, like the sea which is said to gather its own wrecks perpetually, collects from distant periods all the results of wrong and violence, and reserves them for final quittance, sooner or later, in one way or another, sometimes by law, sometimes by lawlessness, sometimes by revolution, confounding, in the excesses of the retribution, all reason and justice, until, by the final operation of that instinct of justice that nature has planted in men, and that outlasts all wrongful power, all things are set right in the end, and the web that wrong and injustice have woven, with whatever subtlety or strength, is slowly, but surely and perseveringly, unwoven to the last thread. That may happen in this case. For I am persuaded that the claim of the tenants of Erasmus Smith to the benefit of this Endowment never can and never will be shaken off.

The Judicial Commissioners adjourned,

APPENDIX B.

DOCUMENTS.

No. I. (a.)

ORDER of PRIVY COUNCIL, dated March 30, 1893, extending the POWERS of the COMMISSION.

By the Lords Justices and Privy Council in Ireland.

S. WALKER, C.
WOLSELEY, Genl.

Whereas, by the Educational Endowments (Ireland) Act, 1885, Sec. 38, it was amongst other things enacted that the powers of making and approving of Schemes, under the said Act, should not, unless continued by Parliament, be exercised after the 31st December, 1888 :

And whereas the powers aforesaid have been continued from time to time by Parliament, and will expire upon the 31st March, 1893, and it is by the said Act, sec. 38, amongst other things provided that it shall be lawful for the Lord Lieutenant in Council, if special cause is shown, to extend the time limited as aforesaid, with reference to any Endowments specified by the Lord Lieutenant :

And whereas, by the said Act, sec. 28, it is provided that Schemes may be from time to time framed and approved for amending any Scheme approved under the same, and that all the provisions of the said Act relative to an original Scheme shall apply also to an amended Scheme *mutatis mutandis* :

And whereas a large number of Schemes have been prepared and approved in pursuance of the said Act for the future government and management of Educational Endowments in Ireland, and by reason of the pressure of business, the pendency of the enquiries and other proceedings prescribed by the said Act, the dates at which application was made for the making of Schemes, and other special cause which has been shown to the satisfaction of the Lord Lieutenant, the Endowments comprised or intended to be comprised in the several Pending Schemes, Draft Schemes, and Intended Schemes, specified and set forth by the Lord Lieutenant in the Schedule annexed to this Order, have not yet been fully dealt with under the said Act, and it is expedient and necessary that the time limited for making and approving Schemes under the said Act, and the powers of making and approving the same, shall be extended with reference to all such Endowments as hereinafter provided :

Now We, the Lords Justices-General and General Governors of Ireland, by and with the advice and consent of Her Majesty's Privy Council in Ireland in pursuance and by virtue of the Educational Endowments (Ireland) Act, 1885, and the Acts continuing the same, and of all other powers Us thereunto enabling, do hereby order and declare that, from and after the date of this Order, the powers of making and approving Schemes under the said Act shall be continued, and the time limited for the exercise of such powers shall be extended, to and until the 31st day of December, 1893, and to such later date, and for such further time as may by the Lord Lieutenant in Council be found necessary for the completion of any Scheme or Schemes which may be still pending and uncompleted at the date aforesaid, in reference to all and singular the Endowments comprised in or within the scope of the several Schemes, Draft Schemes, and Intended Schemes, specified in the Schedule hereto :

And it is hereby further ordered and declared that the continuance and extension of the powers aforesaid hereby authorized shall include the powers of framing and approving Schemes for amending any or every original Scheme or original Schemes approved or published, or which may hereafter be approved or published, under the said Act, in any matter with which it may be found expedient to deal by way of Amending Scheme, and shall also include the power of bringing under the operation of any Scheme, by way of Amending Scheme, all or any Endowments, being within the scope of such Original Scheme, which it may appear expedient to add to the Endowments included therein.

Given at the Council Chamber, Dublin Castle, the 30th day of March, 1893.

John Morley. P. J. Keenan.
MacDermot, *A.G.*

SCHEDULE referred to in the foregoing Order in Council.

A.—ENDOWMENTS DEALT WITH IN SCHEMES ALREADY PUBLISHED.

1. No. 54—Roxborough-road School, Limerick.
2. No. 61—Larne Grammar School.
3. No. 62—Munster Dairy School and Agricultural Institute.
4. No. 71—Strabane Academy.
5. No. 76—Parochial Schools of the Diocese of Limerick.
*6. No. 89—Parochial Schools of the Diocese of Down and Connor and Dromore.
*7. No. 90—Diocesan Schools and Banagher Royal School Endowments.
8. No. 95—Leamy Endowment, Limerick.
*9. No. 99—Bangor Endowed School.
*10. No. 100—Tate School, Wexford.
*11. No. 102—The Parochial Schools of the Diocese of Derry.
*12. No. 104—The Parochial Schools of the Dioceses of Killala and Achonry.
13. No. 105—Midleton Endowed School.
*14. No. 106—John Ivory's School, New Ross.
15. No. 107—The Killinchy Schools.
16. No. 110—The Crofton Endowments, Clondrohid.
17. No. 111—The Preston Endowment, Ballyroan School, etc.
18. No. 113—The Urith Paul Endowment.
19. No. 114—Lisnaboe Endowed School.
*20. No. 115—Endowments belonging to the Presbytery of Connaught.
*21. No. 117—The Leigh Charity.
22. No. 119—Endowments belonging to the Presbytery of Cavan.

* Signed by the Judicial Commissioners.

23. No. 120.—Endowments belonging to the Presbytery of Tyrone.
*24. No. 121—The General Orphan Home Endowments.
*25. No. 122—John Sharp's Endowment, Ballycastle.
26. No. 123—The Charleville Endowment.
27. No. 125—The Charlton Charity.
28. No. 127—The Parochial Schools of the Diocese of Ossory.
29. No. 128—The Banks Endowment, Eyrecourt.
30. No. 129—The Hon. Michael Ward's Endowment.
31. No. 130—The Parochial Schools of the Diocese of Elphin.
32. No. 131—The Kilmeague School and Perceval Endowment.
33. No. 132—Endowments belonging to the Presbytery of Dromore.
34. No. 133—Endowments belonging to the Presbytery of Derry.
35. No. 134—The Lyons Endowment, Loughrea.
36. No. 135—The Parochial Schools of the Diocese of Tuam.
37. No. 136—The Sandford Endowment, Castlerea.
38. No. 137—Endowments belonging to the Presbytery of Comber.
*39. No. 138—The Drelincourt Mall, and Callan Street Schools, Armagh, and Primate Robinson's Armagh Loan Fund.
40. No. 139—Endowments belonging to the Presbytery of Cork.
*41. No. 140—The Coleraine Academical Institution.
42. No. 141—The Parochial Schools of the United Diocese of Ardfert and Aghadoe.
43. No. 142—The City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools—Amending Scheme.
44. No. 143—The Viscount Limerick's Endowment.
45. No. 144—The Erasmus Smith Endowments.
46. No. 145—The Cramsie Endowment, Ballymoney.
47. No. 146—The Endowments of and belonging to the First Derry Presbyterian Church in the City of Londonderry.
48. No. 147—The Parochial Schools of the united Dioceses of Dublin, Glendalough, and Kildare.
49. No. 148—The Kilkenny Subscription School.
50. No. 149—The Pembroke Technical School.
51. No. 150—Drogheda Blue School.
52. No. 151—Endowments belonging to the Presbytery of Raphoe.
53. No. 152—Ballintoy Parochial School.
54. No. 153—Dublin Protestant Reformatory Schools.
55. No. 154—The Madden Endowment.
56. No. 155—The St. Leger Aldworth Endowment.
57. No. 156—The Dromod School and Warren Endowment.
58. No. 157—Endowments belonging to the Presbytery of Letterkenny.
59. No. 158—Parochial Schools of the City of Dublin, &c.
60. No. 159—Chetwode's and Stearne's Charity.
61. No. 160—Endowments belonging to the Presbytery of Limavady.
62. No. 161—Rathmines Township Sunday and Daily Schools.
63. No. 162—The M'Gowan Endowments, &c.
64. No. 163—Lord Weymouth's Grammar School, Carrickmacross.
65. No. 164—Portarlington Free School.
66. No. 165—Dungonnell School, Killead.
67. No. 166—Endowments belonging to the Presbytery of Templepatrick.
68. No. 167—Gardiner's Charity and Love's Charity.
69. No. 168—Endowments belonging to the Presbytery of Glendermot.
70. No. 169—Endowments belonging to the Presbytery of Strabane.
71. No. 170—Edward's Endowment, Castlederg.
72. No. 171—Alexandra College and Alexandra School—Amending Scheme.
73. No. 172—Endowments belonging to the Presbytery of Coleraine.
74. No. 173—Belfast Natural History and Philosophical Society — Amending Scheme.
75. No. 174—Parochial Schools of the Diocese of Armagh—Amending Scheme.
76. No. 175—Baltimore Fishery School—Amending Scheme.
77. No. 176—Swords Borough Schools—Amending Scheme.
78. No. 177—Methodist Female Orphan School, Dublin—Amending Scheme.
79. No. 178—The Endowments of and belonging to Congregations under the care of the Presbytery of Omagh.
80. No. 179—The Endowments belonging to the Presbytery of Donegal.
81. No. 180—Parsons Persse's Endowment, county Galway.
82. No. 181—Morgan's School, Castleknock — Amending Scheme.
83. No. 182—Currie School, Belfast—Amending Scheme.
84. No. 183—Browne's Apprenticeship Fund, Carlow.
85. No. 184—The Endowment belonging to the Presbytery of Banbridge—Amending Scheme.
86. No. 185—The Endowments belonging to the Presbytery of Dublin—Amending Scheme.
87. No. 186—The Endowments belonging to the Presbytery of Rathfriland.
88. No. 187—The Robertson Endowments and other Endowments in the Diocese of Raphoe—Amending Scheme.
89. No. 188—Cusack Apprenticeship Fund, Athboy.
90. No. 189—Mason Blue School, Lady Lane, Waterford.
91. No. 190—Stratford Lodge Schools, Baltinglass.
92. No. 191—The Endowments belonging to the Presbytery of Armagh.
93. No. 192—Glenarm Parochial School.
94. No. 193—Church of Ireland Training College and Kildare Place Society — Amending Scheme.
95. No. 194—Sullivan's Schools, Hollywood — Amending Scheme.
96. No. 195—The Crilly School and Pettigrew Endowment, Aghaloo.

End of section A of Schedule.

B.—Endowments for which Schemes are in Preparation.

1. Irish Clergy Daughters School.
2. The Damer Unitarian Schools, Stephen's Green, Dublin.
3. Clonmel Charitable School.
4. Crum Kill School.
5. Endowments belonging to the Presbytery of Down.
6. Cabra School, Mullabrack.

* Signed by the Judicial Commissioners.

7. Jackson's Schools, Monaghan.
8. Kirkpatrick Endowment, Larne.
9. North East Agricultural Association.
10. The Endowments belonging to the Presbytery of Belfast.
11. The Endowments belonging to the Presbytery of Athlone.
12. Tullycavey Grey Abbey School.
13. Parochial Schools of the Diocese of Meath—Amending Scheme.
14. The Gwyn and Young Endowments—Amending Scheme.
15. St. Peter's Schools and Mrs. Wray's School—Amending Scheme.
16. Joseph Brown's Endowment, Ards—Amending Scheme.
17. Brown Street Sunday and Daily Schools, Belfast—Amending Scheme.
18. Endowments of the Ebenezer Chapel, Belfast.
19. Endowments of the Incorporated Society in Dublin for promoting English Protestant Schools in Ireland.
20. The Luke Burne Endowment, county Sligo.

By Order,

N. D. MURPHY, Secretary.

March 27th, 1893.

No. I. (b.)

ORDER in COUNCIL, dated December 23, 1893, further extending the POWERS of the COMMISSION.

By the Lord Lieutenant and Privy Council in Ireland.

HOUGHTON.

Whereas, by the Educational Endowments (Ireland) Act, 1885, Sec. 38, it was amongst other things enacted that the powers of making and approving of Schemes, under the said Act, should not, unless continued by Parliament, be exercised after the 31st December, 1888:

And whereas the powers aforesaid were continued from time to time by Parliament until March 31st, 1893, and it was by the said Act, sec. 38, amongst other things provided that it should be lawful for the Lord Lieutenant in Council, if special cause was shown, to extend the time limited as aforesaid, with reference to any Endowments specified by the Lord Lieutenant:

And whereas, by Order in Council, dated March 30th, 1893, the powers aforesaid were extended by the Lord Lieutenant in Council, to December 31st, 1893, pursuant to section 38 of the said Act, upon special cause shown, with respect to the Endowments specified in the Schedule to the said Order, which included the Endowments specified in the Schedule to this Order:

And whereas, by reason of the pressure of business, the pendency of the proceedings prescribed by the said Act, the dates at which application was made for the making of Schemes, and other special cause which has been shown to the satisfaction of the Lord Lieutenant, the Endowments comprised or intended to be comprised in the several Pending Schemes and Draft Schemes, published by the Commissioners under the said Act, and specified and set forth by the Lord Lieutenant in the Schedule annexed to this Order, have not yet been fully dealt with under the said Act, and it is expedient and necessary that the time limited for making and approving Schemes under the said Act, and the powers of making and approving the same, shall be further extended with reference to the said Endowments as hereinafter provided:

Now We, the Lord Lieutenant-General and General Governor of Ireland, by and with the advice and consent of Her Majesty's Privy Council in Ireland, in pursuance and by virtue of the Education Endowments (Ireland) Act, 1885, and the Acts continuing the same, and of all other powers Us thereunto enabling, do hereby order and declare that, from and after the date of this Order, the powers of making and approving Schemes under the said Act shall be continued, and the time limited for the exercise of such powers shall be extended to and until the 31st day of July, 1894, and to such later date, and for such further time, as may by the Lord Lieutenant in Council be found necessary for the completion of any Scheme or Schemes which may be still pending and uncompleted at the date aforesaid, with reference to all and singular the Endowments comprised in or within the scope of the several Schemes and Draft Schemes specified in the Schedule hereto.

And it is hereby further ordered and declared that the continuance and extension of the powers aforesaid hereby authorized shall include the powers of framing and approving Schemes for amending any or every original Scheme or original Schemes approved or published, or which may hereafter be approved or published, under the said Act, in any matter with which it may be found expedient to deal by way of Amending Scheme, and shall also include the power of bringing under the operation of any Scheme, by way of Amending Scheme, all or any Endowments, being within the scope of such Original Scheme, which it may appear expedient to add to the Endowments included therein.

Given at the Council Chamber, Dublin Castle, the 23rd day of December, 1893.

S. WALKER, *C.*
MACDERMOT, *A.G.*
P. J. KEENAN.
JOSEPH M. MEADE.
THOMAS A. DICKSON.

SCHEDULE

SCHEMES AND DRAFT SCHEMES referred to in the foregoing Order in Council.

*1. No. 62—Munster Dairy School and Agricultural Institute.
*2. No. 71—Strabane Academy.
3. No. 76—Parochial School of the Dioceses of Limerick.
4. No. 90—Diocesan Schools and Banagher Royal School Endowments. Remitted.
4A. No. 54—Roxborough Road School, Limerick
*5. No. 95—Leamy Endowment, Limerick.
*6. No. 105—Midleton Endowed School.
*7. No. 107—The Killinchy Schools.
*8. No. 110—The Crofton Endowments, Clondrohid.
*9. No. 111—The Preston Endowment, Ballyroan School, etc.
*10. No. 113—The Urith Paul Endowment.
*11. No 114—Lisnaboe Endowed School.
*12. No 117—The Leigh Charity. Remitted.
*13. No. 119—Endowments belonging to the Presbytery of Cavan.
*14. No. 125—The Charlton Charity.

* Signed by the Judicial Commissioners.

*15. No 127—The Parochial Schools of the Diocese of Ossory.
*16. No. 128—The Banks Endowment, Eyrecourt.
16A. No. 130—The Parochial Schools of the Diocese of Elphin.
17. No. 131—The Kilmeague School and Perceval Endowment.
*18. No. 134—The Lyons Endowment, Loughrea.
*19. No. 135—The Parochial Schools of the Diocese of Tuam.
*20. No. 136—The Sandford Endowment, Castlerea.
*21. No. 137—Endowments belonging to the Presbytery of Comber.
*21A. No. 141—The Parochial Schools of the United Diocese of Ardfert and Aghadoe.
*22. No. 142—The City of Cork Parochial Schools, and Cork, Cloyne, and Ross Parochial Schools — Amending Scheme.
23. No. 143—The Viscount Limerick's Endowment.
24. No. 144—The Erasmus Smith Endowments.
*25. No. 145—The Cramsie Endowment, Ballymoney.
*26. No. 146—The Endowments of and belonging to the First Derry Presbyterian Church in the city of Londonderry.
*27. Nos. 147 and 158—The Parochial Schools of the United Dioceses of Dublin, Glendalough, and Kildare.
28. No. 148—The Kilkenny Subscription School.
*29. No. 150—Drogheda Blue School.
*30. No. 151—Endowments belonging to the Presbytery of Raphoe.
*31. No. 152—Ballintoy Parochial School.
*32. No. 153—Dublin Protestant Reformatory Schools.
*33. No. 156—The Dromod School and Warren Endowment.
*34. No. 157—Endowments belonging to the Presbytery of Letterkenny.
*35. No. 159—Chetwode's and Stearne's Charity.
*36. No. 160—Endowments belonging to the Presbytery of Limavady.
*37. No. 161—Rathmines Township Sunday and Daily Schools. Remitted.
*38. No. 162—The M'Gowan Endowments, &c.
39. No. 163—Lord Weymouth's Grammar School, Carrickmacross.
*40. No. 165—Dungonnell School, Killead.
*41. No. 166—Endowments belonging to the Presbytery of Templepatrick.
*42. No. 167—Gardiner's Charity and Love's Charity.
*43. No. 168—Endowments belonging to the Presbytery of Glendermot.
*44. No. 169—Endowments belonging to the Presbytery of Strabane.
*45. No. 170—Edwards' Endowment, Castlederg.
*46. No. 172—Endowments belonging to the Presbytery of Coleraine.
*47. No. 174—Parochial Schools of the Diocese of Armagh. Amending Scheme.
*48. No. 178—The Endowments of and belonging to Congregations under the care of the Presbytery of Omagh.
*49. No. 179—The Endowments belonging to the Presbytery of Donegal.
50. No. 180—Parsons Persse's Endowment, county Galway.
*51. No. 183—Browne's Apprenticeship Fund, Carlow.
*52. No. 184—The Endowment belonging to the Presbytery of Banbridge—Amending Scheme.
*53. No. 185—The Endowments belonging to the Presbytery of Dublin—Amending Scheme.
*54. No. 186—The Endowments belonging to the Presbytery of Rathfriland.
*55. No. 187—The Robertson Endowments and other Endowments in the Diocese of Raphoe—Amending Scheme.
*56. No. 188—Cusack Apprenticeship Fund, Athboy.
*57. No. 189—Mason Blue School, Lady Lane, Waterford.
*58. No. 190—Stratford Lodge Schools, Baltinglass.
*59. No. 191—The Endowments belonging to the Presbytery of Armagh.
60. No. 192—Glenarm Parochial School.
*61. No. 193—Church of Ireland Training College—Amending Scheme. Remitted.
*62. No. 194—Sullivan's Schools, Hollywood—Amending Scheme.
*63. No. 195—The Crilly School and Pettigrew Endowment, Aghaloo.
*64. No. 196—Endowments belonging to the Presbytery of Down.
*65. No. 197—The School for Educating Daughters of the Irish Clergy.
66. No. 198—The Cromkill School, Connor.
*67. No. 199—Endowments belonging to the Presbytery of Belfast.
*68. No. 200—The Damer Schools, Stephen's Green, Dublin.
*69. No. 201—The Brown-street Sunday and Daily Schools, Belfast — Amending Scheme.
*70. No. 202—Jos. Brown's Endowment, county Down—Amending Scheme.
71. No. 203—The Tullycavey School, Gray Abbey, county Down.
72. No. 204—The Kirkpatrick Endowment, Larne.
*73. No. 205—The Cabragh School and M'Creight Endowment.
*74. No. 206—The North-east Agricultural Association.
*75. No. 207—Endowments belonging to the Presbytery of Athlone.
76. No. 208—St. Peter's Schools and Leeson Street Infant School—Amending Scheme.
77. No. 209—The Parochial Schools of the Diocese of Meath and the Ardkeenan Endowment.
78. No. 210—The Incorporated Society for Promoting Protestant Schools in Ireland.
79. No. 211—The Gwyn and Young Endowments —Amending Scheme.
*80. No. 212—Endowments belonging to the Presbytery of Dromore — Amending Scheme.
81. No. 213—Endowments belonging to the Presbytery of Derry—Amending Scheme.
82. No. 214—Parochial Schools of the Dioceses of Down and Connor and Dromore—Amending Scheme.
83. No. 215—The Jackson Endowments, Monaghan.
84. No. 216—Endowments belonging to the Presbytery of Raphoe — Amending Scheme.
85. No. 217—Parochial Schools of the Dioceses of Cork, Cloyne, and Ross—Further Amending Scheme.
86. No. 218—The Clonmel Parochial School, and the Ladyman and Pomeroy Endowments.

By Order,

N. D. MURPHY, Secretary

December 20, 1893.

* Signed by the Judicial Commissioners.

No. I. (c.)

ORDER in COUNCIL, dated July 26, 1894, further extending the POWERS of the COMMISSION.

By the Lord Lieutenant and Privy Council in Ireland.

HOUGHTON.

WHEREAS, by the Educational Endowments (Ireland) Act, 1885, sec. 38, it was amongst other things enacted that the powers of making and approving of Schemes, under the said Act, should not, unless continued by Parliament, be exercised after the 31st December, 1888:

And whereas the powers aforesaid were continued from time to time by Parliament until March 31st, 1893, and it was by the said Act, sec. 38, amongst other things provided that it should be lawful for the Lord Lieutenant in Council, if special cause was shown, to extend the time limited as aforesaid, with reference to any Endowments specified by the Lord Lieutenant:

And whereas, by Order in Council, dated March 30th, 1893, the powers aforesaid were extended by the Lord Lieutenant in Council to December 31st, 1893, pursuant to section 38 of the said Act, upon special cause shown, with respect to the Endowments specified in the Schedule to the said Order, which included the Endowments specified in the Schedule to this Order:

And whereas, by Order in Council, dated December 23rd, 1893, the powers aforesaid were further extended by the Lord Lieutenant in Council, to July 31st, 1894, pursuant to the said last-mentioned section of the said Act, upon special cause shown, with respect to the Endowments specified in the Schedule to the said last-mentioned Order, which included the Endowments specified in the Schedule to this Order:

And whereas, by reason of the pendency of the proceedings prescribed by the said Act, the dates at which application was made for the making of Schemes, and other special cause which has been shown to the satisfaction of the Lord Lieutenant, the Endowments comprised or within the scope of the several pending Schemes and Draft Schemes, published by the Commissioners under the said Act, and specified and set forth by the Lord Lieutenant in the Schedule annexed to this Order, have not yet been fully dealt with under the said Act, and it is expedient and necessary that the time limited for making and approving Schemes under the said Act, and the powers of making and approving the same, shall be further extended with reference to the said Endowments as hereinafter provided:

Now We, the Lord Lieutenant-General and General Governor of Ireland, by and with the advice and consent of Her Majesty's Privy Council in Ireland, in pursuance and by virtue of the Educational Endowments (Ireland) Act, 1885, and the Acts continuing the same, and of all other powers Us thereunto enabling, do hereby order and declare that, from and after the date of this Order, the powers of making and approving Schemes under the said Act shall be continued, and the time limited for the exercise of such powers shall be extended to and until the 31st day of December, 1894, and to such later date, and for such further time, as may by the Lord Lieutenant in Council be found necessary for the completion of any Scheme or Schemes which may be still pending and uncompleted at the date aforesaid, with reference to all and singular the Endowments comprised in or within the scope of the several Schemes and Draft Schemes specified in the Schedule hereto.

And it is hereby further ordered and declared that the continuance and extension of the powers aforesaid hereby authorized shall include the powers of framing and approving Schemes for amending any or every original Scheme or original Schemes approved or published under the said Act, in any matter with which it may be found expedient to deal by way of Amending Scheme, and shall also include the power of bringing under the operation of any Scheme, by way of Amending Scheme, all or any Endowments, being within the scope of such Original Scheme, which it may appear expedient to add to the Endowments included therein.

Given at the Council Chamber, Dublin Castle, the 26th day of July, 1894.

S. WALKER, *C.* P. J. KEENAN.
MACDERMOT, *A.-G.* JOSEPH M. MEADE.

SCHEDULE—SCHEMES AND DRAFT SCHEMES referred to in the foregoing Order in Council.

*1. No. 76.—Parochial Schools of the Diocese of Limerick.
*2. No. 90.—Diocesan Schools and Banagher Royal School Endowments.
*3. No. 110.—The Crofton Endowments, Clondrohid.
*4. No. 111.—The Preston Endowment, Ballyroan School, etc.
*5. No. 114.—Lisnaboe Endowed School.
6. No. 125.—The Charlton Charity.
*7. No. 128.—The Banks Endowment, Eyrecourt.
8. No. 131.—The Kilmeague School and Perceval Endowment.
*9. No. 134.—The Lyons Endowment, Loughrea.
10. No. 143.—The Viscount Limerick's Endowment.
11. No. 144.—The Erasmus Smith Endowments.
*12. No. 145.—The Cramsie Endowment, Ballymoney.
13. No. 148.—The Kilkenny Subscription School.
*14. No. 151.—Endowments belonging to the Presbytery of Raphoe.
*15. No. 157.—Endowments belonging to the Presbytery of Letterkenny.
*16. No. 159.—Chetwode's and Stearne's Charity.
*17. No. 162.—The M'Gowan Endowments, &c.
18. No. 163.—Lord Weymouth's Grammar School, Carrickmacross.
*19. No. 165.—Dungonnell School, Killead.
*20. No. 168.—Endowments belonging to the Presbytery of Glendermot.
*21. No. 172.—Endowments belonging to the Presbytery of Coleraine.
22. No. 180.—Parsons Persse's Endowment, county Galway.
*23. No. 186.—The Endowments belonging to the Presbytery of Rathfriland.
*24. No. 190.—Stratford Lodge Schools, Baltinglass.
25. No. 192.—Glenarm Parochial School.
*26. No. 195.—The Crilly School and Pettigrew Endowment, Aghaloo.
27. No. 198.—The Cromkill School, Connor.
28. No. 203.—The Tullycavey School, Grey Abbey, county Down.
29. No. 204.—The Kirkpatrick Endowment, Larne,
30. No. 211.—The Gwyn and Young Endowments—Amending Scheme.
31. No. 214.—Parochial Schools of the Dioceses of Down and Connor and Dromore—Amending Scheme.
32. No. 215.—The Jackson Endowments, Monaghan.
33. No. 216.—Endowments belonging to the Presbytery of Raphoe—Amending Scheme.
34. No. 217.—Parochial Schools of the Dioceses of Cork, Cloyne, and Ross—Further Amending Scheme.
35. No. 218.—The Clonmel Parochial School, and the Ladyman and Pomeroy Endowments.
36. No. 219.—The Parochial Schools of the Diocese of Dublin; St. Nicholas Without and St. Luke.

By order, N. D. MURPHY, Secretary.
July 21st, 1894.

* Signed by the Judicial Commissioners.

THE ERASMUS SMITH ENDOWMENTS.

No. II. (a.)

STATEMENT of DR. WILSON as to a SCHEME for the ERASMUS SMITH SCHOOL ENDOWMENTS.

First.—The funds in this case were not provided from National sources, and should not be controlled by National policy. They were the gift of Erasmus Smith, and the Scheme should be framed in accordance with his intentions.

Secondly.—The documents written or accepted by him supply abundant evidence that he ardently sought to propagate the Protestant faith among the children of his tenants, and of others in the surrounding districts, and that he hoped to accomplish this by giving a good secular education to all of them free of cost, placing them at the same time in the schools provided for them, under teachers who would pray with them twice daily, expound the scriptures to them, and instruct them in a Protestant catechism. With the same object, he further directed that, when the children were being sent to trades, they should be apprenticed to Protestant masters, and aided at a Protestant University if they sought higher education.

Thus his design was to draw the children at his Schools from Roman Catholicism to Protestantism. We may agree with him in this attempt to proselytize his tenants and others, or we may differ from him, but we cannot say that his language is obscure, and that his intentions are unknown to us.

It follows that no Educational Scheme, which eliminates the religious element from the secular teaching, can meet the requirements of the case. At no stage of their educational course could the children or young men deriving aid from his endowments receive, consistently with his provisions, secular instruction divorced from instruction in the principles of Protestantism. To employ the revenue from his estates, or any part of it, to maintain technical schools, or to aid secular schools, or give exhibitions for success in purely scientific or literary subjects, while religious teaching of a Protestant character was to be ignored, or positively prohibited, would be to violate the intentions of the Founder.

Thirdly.—The Protestantism which the Founder sought to promote has long been identified with the Disestablished Church of this country. There is much to justify the opinion that Erasmus Smith *did not intend* or *desire* that the Protestant Episcopal Church should enjoy these Endowments, to the exclusion of the other Protestant Churches in Ireland; and this question deserves the earnest and unbiassed investigation of the Commission. We know that Erasmus Smith was a Puritan, and that his sympathies were with those who fought against King Charles the First. But he lived in an age when the high authorities in the State did not extend to the nation freedom of thought in the matter of religion. When Erasmus Smith got the first official document, the Indenture of 1657, Cromwell was at the head of the kingdom, and his co-religionists, the Independents, were promoted to the highest places: hence we find that the Trustees in the Indenture were Independents.

In 1669, when Erasmus Smith got the Royal Charter, Charles the Second was King, the enactments of the Act of Uniformity were being rigorously enforced, no man that would not conform to the Protestant Episcopal Church could be a preacher in a pulpit or a teacher in a school, or a trustee holding corporate property. In fact, every official, down to the lowest grade, was compelled to take the Sacrament at the Protestant Episcopal Church. It was then that Erasmus Smith accepted the Royal Charter with the Primate of all Ireland, the Archbishop of Dublin, and such like, as his trustees; and that he discarded the Catechism of the Westminster Divines from his schools, and replaced it by that of Archbishop Ussher. No man who is familiar with the history of the period, and recognises the bitter sectarian spirit that reigned, can resist the conclusion that political pressure forced on Erasmus Smith the acceptance of Protestant Episcopalians as his trustees, to the exclusion of those whom he had originally chosen.

This becomes the more evident when we find that having had to surrender the Catechism of the Westminster Divines, he chose in place of it for his schools the Catechism of Archbishop Ussher, and not that of the Church of England, which had been appended to the manuscript copy of the Act of Uniformity; and further find that the Catechism of the Westminster Divines, and that of the Archbishop, are precisely similar in doctrinal teaching, and are alike free from reference to any form of Church government.

In other particulars, Erasmus Smith successfully sought to have his teachers and schools as free as possible from the supervision of Bishops and Rectors, and, during his life, there were no schools in Ireland as non-Episcopal as his, or as free from the control of Bishops and their clergy.

As regards the doctrines of scripture, the opinion held by Erasmus Smith are those of the Presbyterian Church in Ireland. The Catechism of the Westminster Divines is taught in almost all her Sunday Schools, and is largely used for family instruction throughout her bounds. The overwhelming majority of the Westminster Divines who drew up the Catechism, and of the Long Parliament who ratified it, were Presbyterians—and probably Erasmus Smith was a Presbyterian. It is a well known fact that, when making his will, the year before his death, the five men whom he appointed his Trustees were all non-conformists, of whom four were subsequently Presbyterian Ministers in the City of Dublin.

Fourthly.—At the present time, the National System of Education in Ireland amply provides for the Elementary Education of all the poor children in the country. Under the Scheme to be issued, no provision should be made for schools of that class. The altered conditions of the country justify departure, to that extent, from the arrangements made by the Founder.

Further, the obligation to provide education, for the children of the families residing in the areas covered by the estates of Erasmus Smith, remains practically cancelled, so long as these families refuse that education on the terms prescribed by him. In his letter to the Governors, dated June 6th, 1682, Erasmus Smith says—"If parents will exclude their children because prayers, catechism, and exposition is commanded, I cannot help it, for to remove that bar is to make them (the Schools) seminaries of Popery. Therefore, I beseech you to command him that shall be presented and approved by your Honours to observe them that decline these duties and expel them." The principle that underlies this letter is that, if his tenants will not permit their children to be taught the Protestant faith, provision for their secular instruction shall not be continued. The policy that would expel the children from his Schools, in the conditions indicated, would lead to the withdrawal of those Schools from the areas of his estates, assuming that the tenants persist in rejecting the terms he offered to them.

It seems, therefore, that the Scheme which would be most in accord with the intentions and aspirations of Erasmus Smith, would be one which should allocate the revenues from his endowment to a body of governors empowered to provide for the education of the

poorer classes *all over Ireland*, who would accept it coupled with instruction in the Protestant religion; and also empowered, subject to the same conditions, to aid those young men, when leaving school, to pursue their studies at a Protestant University, or to acquire proficiency in trades and in commercial pursuits.

The Governors to be members of the Protestant Churches in Ireland; the representatives of each church on the governing body to be in proportion to the number of its adherents in the country, and with equal rights to a share in the management and benefits of the Foundation.

H. B. WILSON.

Cookstown,
July 30, 1894.

THE ERASMUS SMITH ENDOWMENTS.

No. II. (b.)

"REQUISITION" OF THE TENANTS ON THE TIPPERARY ESTATES.

To the Right Hon. the Commissioners of the Educational Endowments (Ireland) Act.

LORDS AND GENTLEMEN.—We the undersigned tenants on the Erasmus Smith Estates in the County of Tipperary, having heard that the Educational Endowments (Ireland) Act has empowered you to give to our children, from the Erasmus Smith Endowment, free Intermediate and University education in a form in which they may conscientiously accept it, most respectfully request you to concede to their children those prized educational rights that have been so long denied them.

(Signed) MICHAEL HALLORAN,
and 144 other signatures.

THE ERASMUS SMITH ENDOWMENTS.

No. II. (c.)

"REQUISITION" OF TENANTS AND SUB-TENANTS ON THE TIPPERARY AND LIMERICK ESTATES.

To the Right Hon. the Commissioners of the Educational Endowments (Ireland) Act.

LORDS AND GENTLEMEN,—We the undersigned tenants on the Erasmus Smith Estates in the Counties of Limerick and Tipperary having heard that the Educational Endowments (Ireland) Act has empowered you to give to our children from the Erasmus Smith Endowment, free Intermediate and University Education in a form which they may conscientiously accept it most respectfully request that you concede to our children those prized educational rights that have been so long denied them.

(Signed) JOHN BOURKE,
and 77 other signatures.

THE ERASMUS SMITH ENDOWMENTS.

No. II. (d.)

RESOLUTION of TIPPERARY and LIMERICK TENANTS, passed at PUBLIC MEETING, August 6, 1890.

Resolved—

"1. That we, the tenants of the Erasmus Smith Estates in the counties of Tipperary and Limerick, in public meeting assembled, protest against the injustice done to our children by the Commissioners of the Educational Endowment (Ireland) Act, who have now, by their unjustifiable delay for almost five years, defrauded them of the use of their legal rights to the Erasmus Smith Endowment.

2. That we call upon the Commissioners to deal at once with the Erasmus Smith Endowment, and to restore to our children free Intermediate and University education from the funds of that endowment, as the indenture of Erasmus Smith, dated 1657, the Chapter of Charles II., dated 1682, and the Educational Endowment (Ireland) Act, 1885, expressly command."

THE LIMERICK DIOCESAN SCHOOL PREMISES (ROXBOROUGH ROAD SCHOOL).

(Dealt with in Scheme No. 90, for The Diocesan Schools and Banagher Royal School Endowments).

No. III. (a.)

LETTER of the JUDICIAL COMMISSIONERS, to accompany the AMENDED SCHEME prepared by them, in pursuance of the Declaration of the LORD LIEUTENANT, dated November 15, 1893.

Educational Endowments (Ireland) Commission,
23, Nassau Street, Dublin,

January 29, 1894.

SIR—I am directed by the Judicial Commissioners to submit herewith, for the approval of the Lord Lieutenant in Council, the Amended Scheme prepared by them for the future government and management of the above mentioned Endowments. This Scheme was remitted to my Commissioners on November 15, 1893, with the following Declaration:—

"That they proceed to take further evidence of value as to the terms upon which the Rev. J. F. Gregg shall be at liberty to exercise his right of pre-emption of the premises of the Roxborough Road School, under the said Scheme."

The basis of the valuation contained in the

Amended Scheme, when previously submitted, was a Report and Estimate obtained from William M. Mitchell, R.H.A., the Architect of the Commissioners of Education, in whom the premises were vested. The Judicial Commissioners, before signing the Scheme, had carefully considered the matter, and for the reasons given in the Observations submitted by them to His Excellency on July 20, 1893 (to which they beg to refer), they were of opinion that the price fixed by the Scheme, viz. :—£331, fairly represented the value of the interest of the Commissioners of Education in the premises. The right of pre-emption, at a price to be fixed by valuation, was given to the Rev. J. F. Gregg in obedience to the Declaration of the Lord Lieutenant in Council, with which the Original Scheme was remitted on August 24, 1892.

Upon the receipt of the above-quoted Declaration of November 15, 1893, my Commissioners invited all the parties who appeared to be interested in the matter, viz., the Rev. J. F. Gregg ; the Town Council of Limerick ; the Board of Control ; and the Governors of the Limerick Lunatic Asylum ; to submit any further evidence of value which they might desire to bring under consideration. They also requested the Board of Control to inform them whether there was such a prospect of the premises being taken for the purposes of the Limerick Lunatic Asylum as ought to affect their estimated value : and, lastly, by permission of His Excellency and of Her Majesty's Treasury, they submitted a statement of the case, with copies of Mr. Mitchell's Report and Estimate, to the Commissioner of Valuation, with a request that he would furnish an official valuation, to assist the Judicial Commissioners in giving effect to the Declaration of His Excellency.

The Judicial Commissioners have since received the following further evidence of value :—

No. 1. Report and Estimate, dated January 12, 1894, by R. Fogerty, C.E., Architect of the Representative Church Body for the province of Munster, submitted by the Rev. J. F. Gregg, valuing the premises, alternatively, as a building site, at £604 10*s.* 0*d.*, or partly as a School building and partly as building ground, at £600.

No. 2. Report and Estimate, dated January 12, 1894, by Wm. E. Corbett, C.E., City Surveyor of Limerick, who examined the premises in company with Mr. James Browne, C.E., and estimated the value of the School-house, if divided into three dwelling-houses, at £948, and the remaining land as building ground, at £286, which amounts to £1,236. If the plot were purchased by the Governors of the Lunatic Asylum he would add £200 to the above sum, making a total of £1,436.

No. 3. Report and Estimate, dated January 12, 1894, by James J. F. Browne, C.E., Architect to the Board of Governors of the Limerick District Lunatic Asylum, who estimated the value of the School premises at £900, and the value of the plot of land at £400, making together £1,300, and stated "that having regard to the want of room by the Governors of the Lunatic Asylum, the value to them would be at least £200 more," making £1,500.

No. 4. Letter, dated January 9, 1894, from the Secretary to the Board of Control, &c., of Lunatic Asylums, stating that his Board, after careful consideration, had come to the conclusion that the place was not suitable for the purpose of being converted into a residence for the Medical Superintendent of the Asylum ; that—though the small area made the premises of comparatively small importance as an addition to the grounds available for the labour and recreation of the patients—"it might be desirable to "procure them, provided they were in the market, and "the Vendors were disposed to treat for their sale, on "the basis of their value as pasture lands or town "parks," but "if the valuation already made by the "Educational Endowments Commission, and set "forth in the Scheme, is to be taken as any index of "the real value, it is obvious that the premises could "only be bought for a sum far in excess of what the "Board would be justified in giving." The letter further stated that the resolution of the Governors of the Asylum, requesting the Board to procure the premises, made no suggestion as to the amount of the purchase money, and the Board knew nothing of the proposal to give £1,600, contained in the Objection to the Amended Scheme, which the Governors presented to His Excellency on April 4, 1893, and added—"The Board of Control is in a position to inform your "Commissioners that no such offer has been, or will "be made by it, or with its sanction, and that there "is no other authority empowered to purchase lands "for the use of a District Lunatic Asylum."

No. 5. Report and Estimate, dated January 15, 1894, by John G. Barton, Commissioner of Valuation, made in accordance with the request of the Judicial Commissioners, and of Her Majesty's Treasury, with a detailed description, map, and valuation of the buildings and land, concurring with Mr. Mitchell's estimate of the value of the buildings, viz., £400, increasing this, with a proposed curtilage, to £500, and valuing the residue as building ground at £374, upon an estimated rental of £19 6*s.* 0*d.* per annum, calculated at twenty-two and a half years' purchase, and deducting £60 for roads, &c., making the total £874, being only £43 more than the sum fixed by the Scheme.

Copies of the several documents above referred to accompany this letter.

Considering the condition of the buildings, their sanitary and structural disadvantages and defects, the large outlay which would be necessary to make the premises profitable, the speculative character of the elements of valuation, the conflicting estimates furnished by the interested parties, the close approximation of the estimates of the Architects of the Commissioners of Education, and the Commissioner of Valuation, and all the other matters appearing on the foregoing documents ; and also having regard to their own inspection of the premises, the Judicial Commissioners upon careful consideration of the further evidence received by them see no sufficient reason to alter the terms upon which the Amended Scheme provides that the Rev. J. F. Gregg shall be at liberty to exercise his right of pre-emption given in obedience to the Declaration of His Excellency. Therefore, having revised the Scheme, they beg respectfully to re-submit it for the approval of the Lord Lieutenant in Council, duly signed.

I am, sir, your obedient servant,

N. D. MURPHY, Secretary.

To Sir William S. B. Kaye, C.B.,
Clerk of the Council, Dublin Castle.

DOCUMENTS referred to in the above LETTER.

No. III. (b.)

REPORT on and VALUATION of the PREMISES by WILLIAM M. MITCHELL, R.H.A., late Architect to the Commissioners of Education in Ireland.

Acting on the instructions of the Commissioners of Educational Endowments, I recently visited Limerick for the purpose of valuing the Diocesan School premises on Roxboro' Road, and beg to report as follows, viz. :—

The accompanying rough survey map indicates the extent of the ground attached to the School, and their environment. The situation is very suitable to the purpose of a school, being high and open, and conveniently close to the centre of the city. On the other hand, I do not consider that dwelling houses of the better class would let well in this locality. It is neither a business centre, nor a fashionable suburb, but rather a bye-road occupied by large public buildings, manufactories, or small houses of the artizan class.

It seems to me, therefore, that the most profitable use to which the ground could be put would be to build dwellings of this class upon it, similar to some recently erected in the immediate vicinity, and for which I believe there is a good demand.

I have based my estimate of its value on such an assumption, and have calculated that some 600 feet of frontage could be obtained for this purpose.

Capitalizing the probable yearly return in the shape of ground rent at 22½ years' purchase, and making due allowance for the construction of roads and preliminary work, I make my valuation of the land amount to £575.

I should mention that the plot is enclosed by excellent walls, but that the drainage will be difficult to deal with, by reason of a stratum of limestone rock which appears to underlie the whole area, and which rises to within a few inches of the surface over the greater part of it. I am informed also that there is no public sewer in this portion of the Roxboro' Road.

I am quite familiar with the School buildings, having inspected them almost every year since 1879.

They are in a bad condition at present, no repairs of any kind having been carried out for more than two years past, while the sums laid out in this manner during previous years were quite insufficient to keep the buildings in good order.

The first requisite is a new roof. The present one is very dilapidated and fragile, one portion having been propped up for several years to save it from collapsing. The original construction of these roofs is defective.

The sanitary fittings are old-fashioned and much worn, as well as insufficient, and should be replaced with others of a more modern kind. The system of sewerage formerly existing was a most pernicious one. This has, however, been remedied to a great extent by the action of the Commissioners of Education who, at considerable expense carried the discharge pipe across the ground into a large cesspool in a remote part of the field, both pipe and cesspool having been sunk in the solid rock.

The walls, floors, windows, &c., are fairly good, though some repairs will be required ; but the ceilings, wall plastering, paving, painting, outside dashing, &c., are all very bad, and would need to be almost completely renewed.

Taking this into account, I estimate that an expenditure of from £600 to £800 will be required in order to put these buildings into complete and permanent repair, such as would be suitable for their present purpose.

It is but right to state that the improvements carried out by the present tenant were not at all of an ephemeral character, but included new eave gutters, rain water-pipes, the re-building of some chimney shafts at rear, W. Cs., and other sanitary fittings, galvanized rain water tanks, and some tiling in basement floors, most of which are serviceable still.

These buildings are well adapted to the requirements of a small school or such like institution, but apart from these it would be very difficult to find a profitable use for them. It would be costly to convert them into one large dwelling-house, or into two semi-detached residences ; and even if such were done, I do not consider that a remunerative rent could be expected, considering the locality they are placed in.

Taking all these circumstances into account, and likewise Canon Gregg's interest in the premises as a yearly tenant, I estimate the present value of the buildings at £400 ; making, with the land, a total value of £975.

WILLIAM M. MITCHELL, R.H.A.,
Architect.

5, Leinster-street, Dublin,
15th December, 1892.

No. III. (b.)

1.—VALUATION by the COMMISSIONER OF VALUATION.

REPORT on the DIOCESAN SCHOOL PREMISES, ROXBOROUGH ROAD, LIMERICK.

The premises consist of a school building and one acre one rood nineteen perches of land, the rateable valuation of which is £30.

The house is two storeys high in addition to a basement. The walls and woodwork are sound ; the roof so weak as to be a source of danger to the inmates. Its removal is a work which cannot long be postponed.

There is a very spacious schoolroom on the ground floor, and a dormitory of equal size above it. These two rooms constitute a large proportion of the cubical contents of the house.

The basement, very solidly constructed, seems for the most part to have been hewn out of the solid rock. The only means of draining it has been by a well sunk below the level of the foundations, at **E** on accompanying plan—and this well is now emptied by a hand pump.

As this mode of drainage is quite inadequate, the basement is always damp. It is at present used for kitchens, lavatories, servants' apartments, and pantries, but its deficient light and excessive moisture render it unhealthy, and must sensibly detract from the value of the property.

The sewage pipe referred to by Mr. Mitchell in his report is from **F** to **G** on annexed plan, and the tank is at **G**.

For the purpose of valuation it would be necessary

to apportion a curtilage to the school building, and this should obviously be taken in the direction of this sanitary scheme.

A reference to plan will show that in order to arrive at a fair valuation it will be advisable to assign about one-half the area as a curtilage to the house.

While concurring with Mr. Mitchell's estimate of the value of the buildings, viz., £400, I should increase this with proposed curtilage to £500.

Value of residue as follows :—

	£	s.	d.
Building ground, 70 feet at 2s.,	7	0	0
Building ground, 246 feet at 1s.,	12	6	0
	19	6	0
This at 22½ years purchase,	434	5	0
Deduct roads, &c.,	60	0	0
	374	5	0

Making the total as follows :—

	£	s.	d.
House and garden,	500	0	0
Building ground,	374	0	0
Total,	874	0	0

In making the estimate I have taken into account, as an intending purchaser would, the following facts:—

The site is almost on the confines of the city boundary;

It is unsuited for tillage purposes by reason of its shallow soil and underlying rock;

And expensive to drain for building purposes for the same reason.

There are no Corporation main sewers in the neighbouring roads.

JOHN G. BARTON,
C. of V.

15. 1. 94.

No. III. (c.)

Valuation by ROBERT FOGERTY, C.E., Architect to the Representative Church Body for the Province of Munster.

ROXBOROUGH SCHOOL, ROXBOROUGH ROAD, LIMERICK.

To the Commissioners of Educational Endowments, Ireland, Dublin.

Limerick, 12th January, 1894.

GENTLEMEN,

1. At the request of the Rev. J. F. Gregg, I have this day inspected the above premises, and have to report as follows:—

2. There are, in my opinion, two methods of arriving at a valuation of these premises (*a*) the first is as a building site, the school building being removed, (*b*) the other is by preserving the school building with sufficient curtilage, and valuing the remainder as building ground.

3. (*a*) The frontage to the Roxborough Road is 201 feet 6 inches, and I should value this at 3*s.* per foot, giving every consideration to the locality, as a building site; this would come to £30 4*s.* 6*d.* per annum as ground rent, and this I capitalize at twenty years purchase, £604 10*s.*

4. I see by Mr. Mitchell's valuation that he proposes to cut up the plot: this could not be done, as the Corporation cannot take over a blind alley, and the maintenance and cost of the drainage, which would by very great, would fall altogether on the landlord.

5. I am informed that the Poor Law Valuation of these premises when they were rated was £30.

6. (*b*) With regard to the second plan of valuing the present school buildings, I find that the house is in a very dilapidated condition, one portion of the roof is sunk in the centre, and has to be supported by timbers from the ground floor up (put up, under the direction of Mr. Mitchell, for the Commissioners of Education), it would want renewal, the roof timbers being too light and decayed, consequently a very large expenditure will be necessary to put it and the sanitary and other requirements of the building in proper order. The woodwork (including sashes, doors, floors, &c.) is much decayed. In addition there is no main drainage to connect the sewerage of the building with. The house depends at present on a cesspool at the far end of the field.

7. Under these circumstances I consider the building is of little value except as a school-house, as it would take more to alter it into dwelling houses, than what would remain of the old building would be worth.

8. A further drawback to the building is the want of drainage to command the lower story, as the public road drain if made would require to be sunk a considerable depth, and all in rock cutting; so the lower story should be abandoned, and filled in, as it is at present dark, gloomy and damp, being only lighted by gratings from the ground outside. This would necessitate the building of an addition to form kitchen, &c., on ground level, if any alterations were made in the fabric.

9. Valuing the building then as a school premises, I consider that the large expenditure necessary to put the house in proper order practically reduces its value to the cost of the masonry standing (see paragraph 6), this I value at £300.

10. The remainder of the frontage—100 feet then available for building purposes, I would value at £300, but if utilized for artisans' dwellings it would considerably reduce the value of the School premises, if not destroy it for school purposes altogether.

	£	s.	d.
Total Valuation on Scheme A,	604	10	0
Total Valuation on Scheme B,	600	0	0

I am, gentlemen,

Your obedient servant,

R. FOGERTY, D.A.R.B.C.I.,
Architect.

No. III. (d.)

Valuation by JAMES J. F. BROWNE, Architect to the Board of Governors of the Limerick District Lunatic Asylum.

Limerick, 23, Glentworth-street,
12th January, 1894.

DEAR SIR,—I beg to state that on the 10th instant I visited and examined the Roxborough Road School and Ground, with Mr. William E. Corbett, C.E., City Surveyor, to report as to their present value.

I consider that the Residence of the Manageress is in a fair condition of repair, it contains No. 3 floors. The accommodation comprises — kitchen, pantry, and store-rooms in basement; drawing-room, dining room, and study on ground floor; bed-rooms, closets, and bath-room on upper floor. From my calculation I estimate the value of the house at £900.

The plot of ground on which the School stands has a frontage of 200 feet, and a depth from front to rere

of 310 feet, and contains 1½ statute acres; which at £20 ground rent, capitalized at 20 y.p., I would value at £400.

		£
Estimated value of	School premises,	900
„ „	Plot of Land,	400
		£1,300

I think that having regard to the want of room by the Governors of the Lunatic Asylum the value to them would be at least £200 more.

I am, dear Sir, faithfully yours,

JAMES J. F. BROWNE, Architect
to the Board of Governors,
Limerick District Lunatic Asylum.

P. S. Connolly, Esq., Solicitor.

No. III. (e.

Valuation by WILLIAM E. CORBETT, C.E., M.R.I.A.I., City Surveyor for the City of Limerick.

27, Glentworth-street, Limerick,
12th January, 1894

"ROXBOROUGH ROAD SCHOOLS."

DEAR SIR,—I have to inform you that on the 10th inst., in company with Mr. James Browne, C.E., I visited and examined the Roxborough Road Schools. The plot of ground measures 200 feet by 310 feet in depth, between the boundary walls. The frontage of the Schools measures 86 feet, and the house is in fair repair except the roof over the School. Between the house and the railway grounds, there is a frontage of 102 feet.

I consider the School-room and porch at the end could be divided into two dwelling-houses, thus making three houses of the building, and on the frontage of the 102 feet, five dwelling-houses could be erected, all having ground in the rere, 190 feet in depth, by the width of each house.

I estimate the value of the three houses at £948, and the frontage of 102 feet (to be let as building ground) at £286, which amounts to £1,234.

If the plot were purchased by the Governors of the Lunatic Asylum, I would add £200 to the above sum.

I remain, dear sir,
Yours faithfully,
WILLIAM E. CORBETT, C.E., M.R.I.A.I.,
City Surveyor.

P. S. Connolly, Esq., Solicitor,
George Street.

VALUATION of the ROXBOROUGH ROAD SCHOOLS, JANUARY, 1894.

Changing the present building into three dwelling-houses, viz.:—

Two houses at £35 per annum,			£70	
One house at £40 per annum,			40	
			110	
Less ¾ poors rate at 3s. 4d. in the £ for each house,	£ 6	s. 5		
Repairs and Insurance,	13	5	19 10	
			£90 10 at 16 years purchase,	£1,448
Less for alterations,				500
				£948
102 feet frontage at 2s. 9d., to be let as building ground=£14 6s., at 20 years purchase =				286
				£1,234
If purchased by the Governors of the Lunatic Asylum, add				200
				£1,434

WILLIAM E. CORBETT, C.E., M.R.I.A.I.,
City Surveyor.

No. III. (f.)

LETTER from the BOARD of CONTROL, &c., of LUNATIC ASYLUMS.

Custom House, Dublin,
9th January, 1894.

17607—93.

LIMERICK LUNATIC ASYLUM.

SIR,—Referring to your letter of the 18th ultimo, I am directed to state that on the 2nd November last a Resolution was passed by the Governors of the Limerick District Lunatic Asylum requesting the Board of Control to procure the grounds and building known as the "Roxboro' Road" School with the view to their being converted into a residence for the Resident Medical Superintendent of the Institution. The Board, after careful consideration, have come to the conclusion that the place is not suitable for this purpose, upon the ground that the apartments of the Medical Superintendent in the case of every District Lunatic Asylum ought to be in the Asylum itself, or so close to it as to form practically part of the same building.

The Board has also considered, in connection with the Resolution of the Governors, whether it would be advisable to acquire the premises as an addition to the grounds now available for the labour and recreation of the patients, a substantial enlargement of which would be an undoubted advantage. The Board is of opinion that although this small area (five roods and a quarter, statute measure) makes them of comparatively small importance for this purpose, it might be desirable to procure them, provided they were in the market, and the vendors were disposed to treat for their sale on the basis of their value as pasture land or townparks. The Board, however, presumes that there is no prospect of this; and if the valuation already made by the Educational Endowments Com-

mission, and set forth in the Scheme referred to in your letter, is to be taken as any index of the real value, it is obvious that the premises could only be bought for a sum far in excess of what the Board would be justified in giving.

Under these circumstances the Board have thought it useless to have any independent valuation made or to take any further steps in the matter.

The resolution of the Governors made no suggestion as to the amount of the purchase money, and the Board knows nothing of the proposal to give £1,600 referred to in your letter; but the Board of Control is in a position to inform your Commissioners that no such offer has been or will be made by it or with its sanction, and that there is no other authority empowered to purchase lands for the use of a District Lunatic Asylum.

I am, sir, your obedient servant,

P. J. TUOHY,
Secretary.

The Secretary,
Educational Endowments Commission,
23, Nassau Street, Dublin.

SCHEME No. 192. GLENARM SCHOOL.

No. IV. (a.)

LETTER of the JUDICIAL COMMISSIONERS to LORD ANTRIM, and also addressed to the Rev. S. F. DUDLEY-JANNS, as to the question of proceeding with the SCHEME.

Educational Endowments (Ireland) Commission,
23, Nassau Street,
Dublin, November 5, 1894.

MY LORD,—With reference to the proposed Scheme dealing with the above Endowment, I am directed by the Judicial Commissioners to state that, having regard to the original deed of foundation of February 9, 1825, and to the early history of the Glenarm Schools, they should not feel justified in framing a Scheme which would exclude the Rector of the parish from the Governing Body.

At the same time, they do not think it expedient, even if it were possible, to frame a Scheme dealing only with that portion of the existing School premises which was included in the original deed.

Furthermore the Schools have been so much extended and have been so long maintained and managed by your Lordship and by your predecessors in estate, and their efficiency is now so far dependent on your lordship's support that the Judicial Commissioners will not frame any Scheme which would materially alter the present arrangements. It would be an advantage to the Schools to declare the trusts of the property which has been devoted to them, and to incorporate a Governing Body to hold that property. The majority of any Governing Body so formed should represent the Antrim estate, and the Judicial Commissioners would propose that it should consist of the Earl and Countess of Antrim, with two Governors nominated by or representing them, and two co-opted Governors, together with the Rector of the Parish for the time being. The Scheme would provide that the Earl of Antrim, when able and willing to act, or his nominee, should be the Manager, and that the rules of the National Board regulating religious instruction in Vested National Schools should apply to the Schools. The Scheme would contain the usual provisions for securing the property for School purposes.

If such a Scheme is desired, it will be at once completed and submitted to the Lord Lieutenant, but unless a favourable reply to this letter is received before November 22nd inst., the Commissioners will not proceed further, as they apprehend that the usefulness of the Schools could not be promoted by framing a Scheme which would lead to contention.

I am to add that I have been directed to inform the Rev. S. F. Dudley-Janns of the substance of this letter, and to invite a reply from him as well as from your Lordship before the day named.

No. IV. (b.)

REPLY of LORD ANTRIM to above LETTER.

Glenarm Castle, Co. Antrim,
November 6th, 1894.

SIR,—Your letter of the 5th inst. to hand to-day.

I regret much I am unable to agree to the Scheme proposed therein.

I would also remind you that the Scheme is not at all in accordance with that proposed at the inquiry held here by the Endowed Schools Commissioners on December 2nd of last year.

I am, yours faithfully,

ANTRIM.

To the Secretary,
Educational Endowments (Ireland)
Commission.

No. IV. (c.)

REPLY of Reverend S. F. DUDLEY-JANNS.

No. 192.
Glenarm.
Glenarm Parochial Schools.

Glenarm Rectory,
Co. Antrim.
December 3, 1894.

DEAR SIR,—In reply to your letter of November 5th enclosing a copy of a letter addressed to the Earl of Antrim, I beg to intimate my assent to the proposals therein suggested with only *one* exception.

The difficulty I find is in reference to the two co-opted members. If these are to be elected by the five *ex-officio* Governors the Antrim Estate will virtually have *six* representatives out of *seven*, a very different thing from a majority to which the Commissioners consider the estate entitled.

I therefore venture to suggest that these two Governors should be elected by the Select Vestry (of which body Lord Antrim and his agent are members) so long as the Vestry shall contribute an annual sum of not less than ten pounds to the School.

Two strong reasons suggest themselves for such a proposal.

(I.) It would be most beneficial to the School—for

(*a.*) It would exclude from representation those who took merely a sentimental, or possibly only a vexatious, interest in the School and who had contributed nothing to its support.

(*b.*) It would also create a fund available to increase the efficiency of the School, a very pressing necessity, as, beyond the sum given by Lord Antrim for working expenses, there are no funds whatever.

(II.) This proposal would be a just recognition of the claims of the Church to fair representation; and those claims seem to me very strong—for

(*a.*) The schools were founded by the Church Rector.

(*b.*) They are built on consecrated ground—the very site of the old Parish Church—the very headstones remaining to proclaim that it is holy ground.

(*c.*) From 1825–1846 it was a regular Parochial School under the clergy, the teachers were exclusively nominated by the Rectors and licensed by the Bishop as Parochial schoolmasters.

(See Copy of Documents in Record Office forwarded by me to Commissioners, October 9, 1894.)

(*d.*) The Church lost control of the School through the misrepresentation of one of the Trustees, Mr. Edmund M'Donnell who, in 1846, shortly after Rev. Ross Jebb had left the Parish, informed the N. B. that the School had been built by himself—and got himself appointed first Patron and Manager—Mr. M'Donnell cannot, I think, be acquitted of misrepresentation as he deliberately included this schoolhouse in a schedule of his *private* property attached to a private Act of Parliament obtained by him in 1848 to settle disputes between himself and the Antrim family. In that schedule he has represented himself as "Owner for lives renewable for ever." That some reparation is due, I think—"Noblesse oblige."

(*e.*) I would also most respectfully refer to the observations of Lord Justice FitzGibbon at Enquiry held in Belfast, October 27, 1891—"I think the best course we can adopt is to ask you to give us suggestions by which we can identify the property and vest it once for all in a body which would hold it for *Church purposes*." I do not, of course, forget that at that enquiry it was only contemplated to deal with premises in original deed; but, though the inclusion of Lord Antrim's private property modifies the Church's claim, it does not destroy it—and after all it is *his own Church* and there is really no antagonism between the respective claims which in practice would, I am convinced, work harmoniously for sole good of the School.

While then assenting to all the other proposals of your Commissioners, I would wish to reserve my right to suggest before Privy Council (in case your Commissioners cannot accept it), the following: "If and so long as the Select Vestry shall continue to make an annual contribution of not less than Ten Pounds to the Funds of the School, paid before the first day of July in each year, they may elect two Representative Governors to hold office for such period, not exceeding three years, as the Select Vestry may determine; and such Governors shall not act as Governors in any year for which the said annual contribution shall not have been paid."

In reference to the opinion that the Schools are now dependent on Lord Antrim for their efficiency, I ask liberty to say that when in 1882 Lord Antrim was about to close the Schools, I offered to purchase the property at my own expense, and had my offer been accepted, I would gladly have provided the working expenses and kept the Schools open for all who wished to use them. As a matter of fact I was prepared to do much more. I make this observation without in the least detracting from the great obligations the Schools owe to Lord Antrim and his predecessors.

I beg also to express my regret at the decision of your Commissioners not to frame any Scheme dealing exclusively with the premises in the original deed. When I approached the Commissioners I had no wish in any way to interfere with Lord Antrim's private property, but only to secure what was practically a Church School for the purposes intended by its founder.

I have the honour to be

Your obedient servant,

S. F. Dudley-Janns.

The Secretary,
Educational Endowments Commission,
23, Nassau Street,
Dublin.

GENERAL INDEX

TO THE

REPORTS OF THE COMMISSION.

The following Index consists of Three Parts:—

Part I. is an Alphabetical Index, according to Titles, of the Schemes settled by the Commission.

Part II. is a General Index to the Proceedings of the Commission, as contained in the Reports, with regard to Endowments which have been dealt with in Schemes framed by the Commission.

Part III. is a General Index of the Proceedings of the Commission, as contained in the Reports, with regard to Endowments which have been inquired into, but not dealt with in any Scheme; and also with regard to general matters which have been dealt with and reported on by the Commissioners, including the Records of the Proceedings of the Commission.

Part I.—Alphabetical List of Schemes.

The Number prefixed denotes the Registered Number of the Scheme according to its Order of Publication.
See Table I, *supra*, p. vii.

10. Alexandra College and Alexandra School.
171. Alexandra College and Alexandra School.—Amending Scheme.
80. Anahilt Endowed School.
91. Anne Hall Endowments.
50. Armagh Church Schools.
138. Armagh Church Schools.—Amending Scheme.
86. Arthur Smith's Charity.
70. Association of Non-Subscribing Presbyterians and other Free Christians.
152. Balllintoy Parochial School.
44. Ballymena Academy.
87. Ballysax Parochial School.
38. Baltimore Fishery School.
175. Baltimore Fishery School.—Amending Scheme.
90. Banagher Royal School (see Diocesan Schools and Banagher Royal School Endowments).
99. Bangor Endowed School.
128. Banks' Endowment, Eyrecourt.
92. Belfast Library and Society for Promoting Knowledge.
118. Belfast Natural History and Philosophical Society.
173. Belfast Natural History and Philosophical Society.—Amending Scheme.
28. Belfast Royal Academy.
27. Bertrand Female Orphan School.
69. Bishop Hodson's Grammar School.
183. Browne's Apprenticeship Fund, Carlow.
101. Brown Street Sunday and Daily Schools, Belfast.
201. Brown Street Sunday and Daily Schools, Belfast.—Amending Scheme.
205. Cabragh School and M'Creight Endowment.
85. Carysfort Royal School Endowment.
59. Cashel Corporation School Endowments.
60. Cashel Deanery Schools.
124. Catholic University School of Medicine.
123. Charleville Endowment.
125. Charlton Charity.
159. Chetwode's Charity and Staine's Charity.
2. Church of Ireland Training College and Kildare Place Society
193. Church of Ireland Training College and Kildare Place Society.—Amending Scheme.
41. Church of Ireland Victoria Jubilee Fund.
45. Clonmel Grammar School.
218. Clonmel Parochial Endowment.
20. Coleraine Academical Institution.
140. Coleraine Academical Institution.—Amending Scheme.
34. Commissioners of Education in Ireland, and Ulster Royal School Endowments.
145. Cramsie Endowment, Ballymoney.
25. Creggan School, Londonderry.
110. Crofton Endowments, Clondrohid.
198. Cromkill National School, Connor.
11. Currie School, Belfast.
182. Currie School, Belfast.—Amending Scheme.
188. Cusack Apprenticeship Fund, Athboy.
200. Damer Schools, Stephen's Green, Dublin.
90. Diocesan Schools, and Banagher Royal School Endowments.
81. D'Israeli's School, Rathvilly.
82. Donaghadee Free Schools.
150. Drogheda Blue School.
156. Dromod School and Warren Endowment.
153. Dublin Protestant Reformatory Schools.
26. Dublin Working Boys Home and Harding Technical School.
165. Dungonnell School, Killead.
170. Edwards Endowment, Castlederg.
144. Erasmus Smith Endowments.
146. First Derry Presbyterian Church Endowments.
121. General Orphan Home Endowments.
56. Gilson Schools, Oldcastle.
192. Glenarm Parochial School.
43. Guy's Free School, Ballymena.
24. Gwyn's Charitable Institution and Joseph Young's Charity.
211. Gwyn's Charitable Institution and Joseph Young's Charity.—Amending Scheme.
57. Hewetson's School.
12. Hibernian Marine Society.
37. High School for Girls, Cork.
129 Hon. Michael Ward's Endowment.
98. Hugh Henry Boyd's Endowment.
210. Incorporated Society for Promoting Protestant Schools in Ireland.
197. Irish Clergy Daughters' School.
215. Jackson Endowments, Monaghan.
106. John Ivory's School, New Ross.
122. John Sharp's Endowment, Ballycastle.
79. Joseph Brown's Endowment, County Down.
202. Joseph Brown's Endowment, County Down.—Amending Scheme.
46. Kilkenny College.
148. Kilkenny Subscription School.
107. Killinchy Schools, County Down.
131. Kilmeague School and Perceval Endowment.
204. Kirkpatrick Endowment, Larne.
22. Ladies' Industrial School, Belfast.
61. Larne Grammar School.
33. Laurel Hill School, Killowen.
95. Leamy Endowments, Limerick.
63. Ledley School Endowment, Ballymacarrett.
117. Leigh Charity.
17. Lifford Endowed Schools.

94. Limerick Endowment for Technical Education.
114. Lisnaboe Endowed School.
40. Londonderry Academical Institution.
167. Love's Charity and Gardiner's Charity, Dublin.
134. Lyon's Endowment, Loughrea.
154. Madden Endowment, Diocese of Clonfert.
23. Magee College, Londonderry.
189. Mason Blue School, Waterford.
18. Merchant Tailors' School.
16. Methodist College, Belfast.
4. Methodist Female Orphan School.
177. Methodist Female Orphan School.—Amending Scheme.
105. Midleton Endowed School.
31. Moat School, Lisnaskea.
19. Monaghan Collegiate School.
3. Morgan's School, Castleknock.
181. Morgan's School, Castleknock.— Amending Scheme.
62. Munster Dairy School and Agricultural Institute.
162. M'Gowan Endowment.
14. National Association for promoting the Education of the Deaf and Dumb.
21. Nicholson Memorial School, Lisburn.
206. North East Agricultural Association.
6. Ormond Quay, Dublin, Presbyterian Church Endowments.

Parochial Schools of the following Districts:—

47. City of Cork.
93. Diocese of Ardagh.
141. Diocese of Ardfert and Aghadoe.
88. Diocese of Armagh.
172. Diocese of Armagh—Amending Scheme.
96. Diocese of Clogher.
66. Dioceses of Cork, Cloyne, and Ross.
142. Dioceses of Cork, Cloyne, and Ross—Amending Scheme.
217. Dioceses of Cork, Cloyne, and Ross—Further Amending Scheme.
102. Diocese of Derry.
89. Dioceses of Down and Connor, and Dromore.
214. Dioceses of Down and Connor, and Dromore. —Amending Scheme.
147. Dioceses of Dublin, Glendalough, and Kildare.
130. Diocese of Elphin.
73. Diocese of Ferns.
104. Dioceses of Killala and Achonry.
108. Diocese of Kilmore.
77. Diocese of Leighlin.
76. Diocese of Limerick.
55. Diocese of Meath.
209. Diocese of Meath.—Amending Scheme and Ardkeenan Endowment.
127. Diocese of Ossory.
187. Diocese of Raphoe.
135. Diocese of Tuam.
180. Parsons Persse's Endowment.
149. Pembroke Technical School
195. Pettigrew Endowment, Crilly.
29. Phibsboro' Sunday and Daily Schools.
164. Portarlington Endowed School.

Presbytery Schemes.—The Endowments of and belonging to the following Presbyteries:—

116. Presbytery of Ards.
191. Presbytery of Armagh.
207. Presbytery of Athlone.
75. Presbytery of Ballybay.
83. Presbytery of Ballymena.
78. Presbytery of Banbridge.
184. Presbytery of Banbridge. — Amending Scheme.
199. Presbytery of Belfast.
97. Presbytery of Carrickfergus.
119. Presbytery of Cavan.
126. Presbytery of Clogher.
172. Presbytery of Coleraine.

Presbytery Schemes—*continued.*

137. Presbytery of Comber.
115. Presbytery of Connaught.
139. Presbytery of Cork.
133. Presbytery of Derry.
213. Presbytery of Derry.—Amending Scheme.
179. Presbytery of Donegal.
196. Presbytery of Down.
132. Presbytery of Dromore.
212. Presbytery of Dromore. — Amending Scheme.
64. Presbytery of Dublin.
185. Presbytery of Dublin.—Amending Scheme.
168. Presbytery of Glendermot.
157. Presbytery of Letterkenny.
160. Presbytery of Limavady.
84. Presbytery of Newry.
178. Presbytery of Omagh.
151. Presbytery of Raphoe.
216. Presbytery of Raphoe.—Amending Scheme.
186. Presbytery of Rathfriland.
103. Route Presbytery.
169. Presbytery of Strabane.
166. Presbytery of Templepatrick.
120. Presbytery of Tyrone.
58. Presbyterian Orphan Society.
111. Preston Endowment, Ballyroan, &c.
36. Queen Street National School, Lurgan.
5. Raheny and Coolock Parochial Schools.
48. Rainey's School and the Salters' Endowment.
161. Rathmines Township Sunday and Daily Schools.
35. Robertson Endowments.
52. Rochelle Seminary.
54. Roxborough Road School, Limerick.
15. Royal Belfast Academical Institution.
39. Royal Irish Academy of Music.
72. Sabbath School Society for Ireland in connection with the Presbyterian Church.
155. St. Leger Aldworth Endowment, Newmarket.
219. St. Nicholas Without and St. Luke's Parochial Schools.
9. St. Patrick's Cathedral Schools.
32. St. Peter's Schools and Mrs. Wray's School, Dublin.
208. St. Peter's Schools and Leeson-street Infant School.
65. St. Stephen's Hospital, Cork.
136. Sandford Endowment, Castlerea.
68. Shiel Charity, Rochfortbridge.
74. Southwell Charity and Parochial Schools, Downpatrick.
67. Southwell School Endowment, Kinsale.
109. Southwell School Endowment, Kinsale. — Amending Scheme.
7. Stanhope Street Schools, Belfast.
53. Stephen Street School, Waterford.
71. Strabane Academy.
190. Stratford Lodge Schools, Baltinglass.
51. Sullivan Schools, Holywood.
194. Sullivan Schools, Holywood.— Amending Scheme.
1. Swords Borough Schools.
176. Swords Borough Schools.—Amending Scheme.
100. Tate School, Wexford.
49. Thomastown Parochial School.
112. Townsend Street, Belfast, Presbyterian Endowment.
203. Tullycavey School and Allen Endowment, Grey Abbey.
30. Tullyvin and Benbawn Schools.
8. Ulster Society for the Education of the Deaf and Dumb, and the Blind.
113. Urith Paul Endowment.
42. Villiers' Charitable Institutions.
143. Viscount Limerick's Endowment, Dundalk.
163. Viscount Weymouth Grammar School, Carrickmacross.
12. Watts's Endowed School, Lurgan.

Part II.—Index relating to Endowments which have been dealt with in Schemes.

Note.—Each Volume of the Reports is referred to by abbreviated figures denoting the year with which the Report is conversant. Thus, "87-88," or "87-8," refers to the Blue Book for year from October 1, 1887, to September 30, 1888. The present Volume, being the Report of the Commission since October 1, 1892, is referred to as "Fin." or "Final."

Roman figures denote that the matter indexed is referred to either in the text of the Report or in the Minutes of the proceedings of the Commissioners, an abstract of which appears in each Volume. With the prefix "Rep." the reference is to the actual Report or the Tables attached thereto. Thus, Rep. 85-6, v, refers to page 5 of the actual Report for 1885-6.

Arabic figures refer to Minutes of Oral Evidence or to correspondence or printed documents.

Appended to each item of this Index is a reference to the Scheme dealing with the Endowment to which the item relates.

See Table No. I., *supra*, p. vii.

—	Year.	Page
Adair National School—included in Scheme 66,	87-8	212
Admiral Leslie's Free School (see Donaghadee Free Schools).		
Alexandra College and Alexandra School—Scheme 10:		
Accounts, 1885-6,	85-6	468
Preliminary Inquiry,	do.	143
Do., adjourned,	do.	248
Anahilt Endowed School—Scheme 80—Inquiry,	88-9	274
Anne Hall's Endowment—Scheme 91—Inquiry,	86-7	45
Ardkeenan Endowment (see Parochial School of Diocese of Meath).		
Armagh Church Schools—Scheme 50,	86-7	191
Ballintoy School—Scheme 152—Inquiry,	91-2	104
Ballymena Academy—Scheme 44—Inquiry,	86-7	280
Hearing of Objections to Draft Scheme,	88-9	107
Baltimore Fishery School—Scheme 38—Inquiry,	87-8	171
Banagher Royal School (see Royal School Endowments, and also Diocesan Schools and Banagher Royal School Endowments).		
Bangor Endowed School—Scheme 99:		
Inquiry,	88-9	113
Hearing of Objections to Draft Scheme,	91-2	109
Banks Endowment, Eyrecourt—Scheme 128:		
Inquiry,	90-91	183
Hearing of Objections to Draft Scheme,	91-2	71
Scheme submitted by Commissioners of Education,	86-7	304
Belfast Royal Academy—Scheme 28:		
Inquiry,	86-7	116
Hearing of Objections to Draft Scheme,	88-8	283, 294
Bendooragh School—included in Scheme 103:		
Hearing of Objections,	91-92	98, 100
Bertrand Female Orphan School—Scheme 27:		
Claim to Exemption from Act,	85-6	7
Preliminary Inquiry,	do.	224
Further Inquiry,	86-7	296
Hearing of Objections to Draft Scheme,	87-8	283, 291, 305
Bishop Crowe's School, Cloyne (see Parochial Schools of Cork, Cloyne, and Ross).		
Bishop Hodson's Grammar School—Scheme 69,	88-9	31
Blackrock School, Lifford (see Lifford Endowed Schools).		
Brown Street Sunday and Daily Schools—Scheme 101,	do.	136
Bushmills School—included in Scheme 103,	91-2	99
Cabragh School and M'Creight Endowment—Scheme 204,	Final	153
Callan Street School, Armagh (see Armagh Church Schools).		
Camus, Castleroe, School—included in Scheme 172,	88-9	86
Carrickfergus Parochial School—included in Scheme 89,	88-9	137
Carrickmacross Endowed School (see Viscount Weymouth's Grammar School—Scheme 163).		
Carysfort Royal School (see Royal School Endowments).		
Cashel Corporation School Endowments—Scheme 59:		
Inquiry,	87-8	74
Documents,	do.	495
Cashel Deanery Schools—Scheme 60,	do.	26
Charlton Charity—Scheme 125:		
Preliminary Inquiry,	89-90	38
Further Inquiry,	90-91	153
Local Inquiry—Navan,	89-90	49
Do. —Longford,	do.	61
Hearing of Objections to Draft Scheme,	91-2	77
Memorandum of W. G. Brooke,	90-91	210
Charleville Endowment—Scheme 123,	87-8	142
Chetwode's Charity and Stearne's Charity—Scheme 159,	89-90	49, 60

—	Year.	Page.
Church of Ireland Training College, and Kildare Place Society—Scheme 2:		
Preliminary Inquiry,	85–6	112
Draft Scheme lodged by Governors,	do.	457
Commissioners Draft Scheme,	do.	495
Memorandum to accompany Draft Scheme,	do.	453
Hearing of Objections to Draft Scheme,	do.	373
Scheme submitted to Lord Lieutenant,	do.	523
Documents,	do.	457
Claremont Institution (see National Association for the Education of the Deaf and Dumb—Scheme 14).		
Clonmel Grammar School—Scheme 45:		
Inquiry,	87–8	218
Documents,	do.	506
Coleraine Academical Institution—Scheme 20:		
Inquiry,	86–7	104
Commissioners of Education in Ireland, and Ulster Royal School Endowments—Scheme 34 (*see also* Royal School Endowments):		
General Preliminary Inquiry,	85–6	26, 69, 89
Local Inquiries (see Royal School Endowments).		
Principles of Draft Scheme,	Rep. 86–7	xv
Original Draft Scheme,	90–91	215
Memorandum to accompany same,	do.	211
Objections to Draft Scheme,	87–8	526
Hearing of Objections,	do.	381
Deputation of "The Church of Ireland" to Commissioners,	88–9	148
Revised Draft Scheme and Objections,	do.	313
Hearing of Objections,	do.	162
Objections lodged with Privy Council to original Scheme submitted,	do.	xxxi
Observations of Commissioners thereon,	do.	xxxiii
Original Scheme submitted as affected by Declaration of Lord Lieutenant.	do.	xxxii
Amended Scheme:		
Objections lodged with Privy Council,	89–90	76
Observations of Commissioners,	do.	80
Dr. Traill's observations,	do.	81
Further Amended Scheme:		
Objections lodged with Privy Council,	89–90	82
Observations of the Commissioners,	do.	84
Objection of the Treasury,	do.	85
Hearing thereof,	do.	70
Third Amended Scheme—Inquiry,	90–91	98
Scheme as finally approved,	do.	234
Draft Scheme submitted by the "Commissioners of Education,"	85–6	403
Progress of the Scheme—Reports of the Commissioners,	Rep. 87–8	xvii
Do., do.,	Rep. 88–9	xix
Do., do.,	Rep. 89–90	iv
Do., do.,	Rep. 90–91	iv
Accounts, Correspondence, and Documents,	85–6	397–414
Do., do.,	87–8	546
Do., do.,	88–9	331
Cork Grammar School—included in Scheme 47,	87–8	109
Cramsie Endowment, Ballymoney—Scheme 145,	91–2	122
Creggan School, Londonderry—Scheme 25,	86–7	74
Crofton School, Clondrohid—Scheme 110:		
Preliminary Inquiry,	87–8	124
Dr. Traill's Protest to Draft Scheme,	90–1	lx
Hearing of Objections to Draft Scheme,	do.	30
Documents,	87–8	499
Cromkill School, Connor—Scheme 198:		
Hearing of Objections to Draft Scheme,	Final.	215
Currie School, Belfast—Scheme 11,	86–7	106
Damer (Unitarian) Schools, Dublin—Scheme 200:		
Claim to Exemption,	85–6	5
Deffrick National School—included in Scheme 103,	91–2	104
Diocesan Schools—Scheme 90 (and see "Limerick Endowments"):		
Limerick—Preliminary Inquiry,	87–8	48, 50
Further Inquiry,	89–90	30
Meath and Ardagh—Inquiry,	88–9	12
Monaghan (see Monaghan Collegiate School).		
Tuam, Killala, and Achonry,	88–9	67
Diocesan Schools and Banagher Royal School Endowments—Scheme 90:		
Principles of Draft Scheme,	89–90	lxiv
Objections to Draft Scheme,	do.	86
Progress of Scheme—Report as to,	Rep. 91–2	v
Do., do.,	Rep. Final.	v

—	Year.	Page.
D'Israeli's School, Rathvilly—Scheme 81,	88–9	197
Donaghadee Free Schools—Scheme 82 :		
Preliminary Inquiry,	88–9	117
Objections to Draft Scheme,	90–1	209
Hearing of Objections,	90–1	122
Drelincourt School, Armagh (see Armagh Church Schools—Scheme 50).		
Drogheda Blue School—Scheme 150,	86–7	234
Dublin Protestant Reformatory Schools—Scheme 153 :		
Hearing of Objections,	Final.	86
Dublin, Lower Dominick Street National Schools (see Ormond Quay Church Endowments—Scheme 6).		
Dublin Working Boys Home and Harding Technical School—Scheme 26 :		
Conference as to Draft Scheme,	86–7	lvii
Further Inquiry,	do.	297
Hearing of Objections to Draft Scheme,	87–8	283
Duncormack School (see Parochial Schools, Diocese of Ferns—Scheme 73).	88–9	231
Dundalk Endowed School (see Viscount Limerick's Endowment, Dundalk).		
Edwards School, Castlederg—Scheme 170,	Final	107
Erasmus Smith's Endowments—Scheme 144 :		
Claim to Exemption from the Act,	85–6	20
Preliminary Inquiry,	do.	111, 289
Local Inquiries :		
Drogheda,	86–7	225
Ennis,	87–8	64
Galway,	88–9	59
Tipperary,	87–8	69
Ballymena (English School),	86–7	280
Bandon (do.),	87–8	146
Wexford (do.),	88–9	228
Draft Scheme—principles of,	90–1	liii
Memorandum of Lord Justice Naish as to,	89–90	xliii
Rulings as to preparation of,	90–1	lxxii
Report as to progress of,	Rep. 89–90	v
Do.,	Rep. 90–91	iv
Do.,	Rep. 91–2	iv
Do.,	Rep. Final	v
Original Draft Scheme,	91–2	141
Memorandum to accompany,	do.	136
Lord Justice FitzGibbon's Observations,	do.	165
Dr. Molloy's Observations,	do.	167
Dr. Traill's "Protest,"	do.	172
Objections lodged against Draft Scheme,	do.	175
Hearing of Objections :		
Carson, for Governors,	Final	6
Dodd, for Presbyterians,	do.	56
FitzGibbon, Lord Justice, opening statement,	do.	1
Humphrys, Rev. D., for Tipperary and Limerick tenants,	do.	29, 62, 73
Jellett, for King's Hospital,	do.	72
Ledoux, Rev. L. P. D., for Sligo tenants,	do.	63
Matheson, for Board of Trinity College,	do.	66
Nicholas, Rev. Dr., for Methodists,	do.	64
Wright, for Governors, in reply,	do.	73
Judgment—Lord Justice FitzGibbon,	do.	235
Do. Judge O'Brien,	do.	248
Draft Scheme lodged by Governors,	85–6	443
Documents :		
Indenture of 1657,	85–6	440
Letters Patent, 1667,	91–2	186
Charter, 1669,	do.	191
Letter to Erasmus Smith, June 7, 1681,	85–6	439
Letter from Erasmus Smith, August 6, 1681,	do.	440
Accounts, &c.	do.	436
English Schools, list of,	do.	433
Grammar Schools—returns as to number and denominations of Pupils.	do.	431
Ennis Grammar School,	87–8	494
Estates, evidence as to,	87–8	139
Expense of Staff,	do.	434
Meetings and Attendances of Board, &c.,	do.	435
Payments to Trinity College,	do.	do.
Rental, Summary,	do.	431
Tipperary and Limerick Tenants—"Requisition" of,	Final	261
Do. Resolutions of,	do.	261

—	Year.	Page.
Esmonde Endowment, Rathaspick (see Parochial Schools, Ferns—Scheme 73).		
Finglas Parochial School (see Parochial Schools, Dublin, Glendalough, and Kildare—Scheme 147).		
Flower Hill School, Navan (see Parochial Schools, Meath—Scheme 55).		
General Orphan Home—Scheme 121:		
Preliminary Inquiry,	90–91	140
Hearing of Objections,	91–2	1
Gilson Schools, Oldcastle—Scheme 86,	87–8	340
Glenarm School—Scheme 192:		
Preliminary Inquiry,	91–2	120
Hearing of Objections,	Final	202
Rulings of Commission as to proceeding with Scheme,	do.	cix
Correspondence,	do.	266
Guy's Free School, Ballymena—Scheme 43:		
Inquiry,	86–7	286
Hearing of Objections,	88–9	252
Gwyn's Charitable Institution and Young's Charity—Scheme 24:		
Preliminary Inquiry,	86–7	80, 85
Hearing of Objections to Draft Scheme,	do.	332
Application for Amending Scheme,	Final	114
Gwyn's Charity– Statistics,	86–7	309
Young Endowment—Return as to Annuities,	do.	310
Hansard School, Lifford (*see* Lifford Endowed Schools).		
Hewetson's School—Scheme 57:		
Inquiry,	88–9	147
Objections to Draft Scheme,	do.	342
Hearing of Objections,	do.	258
Hibernian Marine Society—Scheme 12:		
Claim to Exemption from Act,	85–6	3, 13
Preliminary Inquiry,	do.	179
Amendments to Draft Scheme,	87–8	486
Hearing of Amendments,	do.	8
High School for Girls, Cork—Scheme 37:		
Inquiry,	87–8	114
Question of Amalgamation with Rochelle Seminary,	91–2	39
Hill School, New Ross (see Parochial Schools, Ferns—Scheme 73).		
Hugh Henry Boyd's Endowment—Scheme 98:		
Hearing of Objections to Draft Scheme,	90–91	134
Incorporated Society for promoting Protestant Schools in Ireland—Scheme 210:		
Claim to exemption from Act,	85–6	1
Do. do. Judgment,	do.	10
Preliminary Inquiry—Generally,	do.	92
Do. Adjourned,	do.	311
Particular Schools:		
Adderley Charter School, Innishannon,	87–8	153
Clonmel Charter School,	do.	223
Dundalk Educational Institution,	86–7	213
Farra School, Bunbrusna,	88–9	9
Pococke Institution, Kilkenny,	87–8	260
Primrose Grange School,	88–9	19
Ranelagh Institution, Athlone,	87–8	319, 327
Report of proceedings of Commission,	Rep. 86–7	xvi
Do. as to preparation of Scheme,	Rep. 89–90	vi
Hearing of Objections,	Final	224
Accounts, Statistics, Rental, and other Documents,	85–6	423
Jackson Schools, Monaghan—Scheme 215:		
Preliminary Inquiry,	Final	144
Rulings of Commission as to proceeding with Scheme,	do.	cix
John Ivory's School, New Ross—Scheme 106:		
Preliminary Inquiry,	88–9	205
Hearing of Objections,	91–2	63
John Sharp's Endowment—Scheme 122:		
Inquiry,	90–91	89
Hearing of Objections,	91–2	100
Documents,	90–91	205
Joseph Brown's Endowment—Scheme 79,	88–9	123

—	Year.	Page.
Kilkenny College—Scheme 46:		
Inquiry,	87–8	252
Supplementary Evidence,	do.	506
Kilkenny Subscription School—Scheme 148,	87–8	264
Killinchy School—Scheme 107:		
Inquiry,	90–91	74
Hearing of Objections,	91–2	110
Documents,	90–91	204
Killough School, co. Down (see Scheme 129),	88–9	146
Kilmeague School—Scheme 131:		
Preliminary Inquiry,	91–2	13
Hearing of Objections,	Final	92
Kinsale Endowed School (see Southwell Endowment, Kinsale).		
Knight's Charity—included in Scheme 9—Accounts,	85–6	473
Larne Grammar School—Scheme 61,	88–9	138
Laurel Hill School, Killowen:		
Inquiry,	86–7	90
Hearing of Objections,	87–8	283, 318
Letters as to Arrears of Endowment,	86–7	310
Leamy Endowment, Limerick (see also "Limerick Endowments")—Scheme 95.		
Preliminary Inquiry,	87–8	18, 37, 40
Further Inquiry,	89–90	12, 14
Draft Scheme:		
Observations by Dr. Molloy on,	90–91	201
Objections to Draft Scheme,	do.	196
Hearing of Objections,	do.	40
Progress of Scheme—Report,	Rep. 91–2	v
Do., do.,	Rep. Final	v
Documents,	87–8	486
Ledley Endowment, Ballymacarrett—Scheme 63,	88–9	130
Limerick Endowment for Technical Education (and see "Limerick Endowments")—Scheme 94:		
Preliminary Inquiry,	87–8	25
Further Inquiry,	89–90	1, 21
Draft Scheme:		
Principles of,	89–90	lxi
Objections to Draft Scheme,	do.	88
Hearing of Objections,	do.	37
Documents,	87–8	487
Correspondence,	88–9	344
"Limerick Endowments" (Mungret College, Leamy's Free School, and Roxboro' Road School):		
Memorandum of Commissioners,	do.	344
Report on condition of,	Rep. 89–90	vi
Joint Objections to Draft Schemes,	90–91	192
"Protest" of Dr. Traill against the Draft Schemes,	do.	202
Hearing of Objections to Draft Schemes,	do.	24, 54
Lisnaboe Endowed School—Scheme 114:		
Inquiry,	88–9	38
Hearing of Objections,	91–2	5
Londonderry Academical Institution—Scheme 40:		
Local Inquiry,	86–7	65
Hearing of Objections,	88–9	74
Love's Charity—included in Scheme 167:		
Withdrawal of Claim to Exemption,	85–6	17
Preliminary Inquiry,	do.	174
Rental and Accounts,	do.	472
Lower Dominick Street National Schools (see Ormond Quay Presbyterian Church Endowments).		
Lyons Endowment, Loughrea—Scheme 134:		
Inquiry,	88–9	49
Further Inquiry—Rockfield,	90–91	10
Do. Loughrea,	do.	18
Magee College, Londonderry—Scheme 23:		
Inquiry,	86–7	78
Hearing of Objections,	87–8	283, 284
Mall School, Armagh (see Armagh Church Schools).		
Mason Blue School, Waterford—Scheme 189,	87–8	241
Masterson Endowment—included in Scheme 93,	88–9	15

—	Year.	Page.
Merchant Tailors' School—Scheme 18:		
Preliminary Inquiry,	85–6	233
Hearing of Objections,	87–8	10, 283, 290
Methodist College, Belfast—Scheme 16,	86–7	122
Methodist Female Orphan School—Scheme 4:		
Inquiry,	85–6	234
Draft Scheme,	do.	506
Midleton Endowed School:		
Inquiry,	87–8	177
Hearing of Objections,	91–2	27
Draft Scheme submitted by "Commissioners of Education,"	87–8	503
Milltown School—included in Scheme 93,	91–2	99
Monaghan Collegiate School—Scheme 19:		
Inquiry,	86–7	199
Memorial of Inhabitants of Monaghan as to,	86–7	331
Morgan's School, Castleknock—Scheme 3:		
Preliminary Inquiry,	85–6	193
Rental and Accounts,	do.	475
Morgan's School and Mercer's School—Scheme 3:		
Draft Scheme,	do.	500
Scheme submitted to Lord Lieutenant,	do.	528
Mount Alexander School (see Donaghadee Free Schools).		
Moyarget School—included in Scheme 103:		
Inquiry,	90–91	96
Objections,	91–2	103
Mungret College, Limerick (see Limerick Endowment for Technical Education).		
Munster Agricultural and Dairy School—Scheme 62:		
Preliminary Inquiry,	87–8	137
Progress of Scheme, Report as to,	Rep. 88–9	xx
Report as to Draft Scheme,	Rep. 89–90	vii
Further Inquiry—consideration of Draft Scheme,	90–91	55
Hearing of Objections,	Final	191
M'Gowan Endowment, Bangor—Scheme 162,	88–9	116
National Association for the Education of the Deaf and Dumb—Scheme 14:		
Claim to Exemption,	85–6	4
Preliminary Inquiry,	do.	140
Hearing of Objections,	87–8	1
Cash Account, 1884,	85–6	467
Neary Mahon Endowment—included in Scheme 9,	85–6	17
Newport Endowed School—included in Scheme 104,	90–1	6
Nicholson Memorial School, Lisburn—Scheme 21:		
Inquiry,	86–7	263
Hearing of Objections,	87–8	268, 283
Ormond Quay Presbyterian Church Endowments—Scheme 6:		
Inquiry,	86–7	239
Parochial Schools:		
Cork City—Scheme 47,	87–8	125
Resolutions,	do.	499
Brettridge's Charity,	do.	127
Christ Church,	87–8	106
Greencoat Hospital:		
Inquiry,	87–8	90
Documents,	do.	497
Lapp's Charity,	do.	127
St. Finn Barr's,	do.	108
St. Luke's,	do.	97
St. Mary Shandon,	do.	99
St. Nicolas,	do.	109
St. Peter's,	do.	104
Diocese of Cork, Cloyne, and Ross—Scheme 66:		
Bishop Crowe's School, Cloyne:		
Inquiry,	do.	183
Memorial,	do.	515
Glenbrook National,	do.	108
Glounthane,	do.	119
Innoshannon,	do.	154
Tullagh,	do.	175

—	Year.	Page.
Parochial Schools—*continued:*		
Dioceses of Down and Connor, and Dromore,	88–9	128
Hearing of Objections,	90–1	126
Dioceses of Dublin, Glendalough, and Kildare—Scheme 147:		
St. Andrew's,	85–6	334
St. Ann's,	85–6	335, 354
St. Bride's,	do.	267, 353
St. Catherine's,	do.	326
Finglas,	do.	18
St. James,	do.	276, 354
St. Mary's,	do.	265, 481
St. Paul's,	85–6	279
United Parishes,	do.	280
Hearing of Objections to Draft Scheme,	Final	133
Diocese of Ferns—Scheme 73,	88–9	228, 235
Esmonde Endowment,	do.	234
Hill School, New Ross,	do.	210
Diocese of Meath—Scheme 55,		
Ardkeenan Endowment,	Final	217
Flower Hill,	87–8	361
St. Mary's, Athlone,	do.	326
Parsons Persse's Endowment—Scheme 180:		
Inquiry,	88–9	48
Further Inquiry,	90–91	21
Phibsboro' Sunday and Daily Schools—Scheme 29:		
Inquiry,	85–6	349
Further Inquiry,	86–7	238
Hearing of Objections,	87–8	283, 290, 312
Portarlington Free School—included in Scheme 147:		
Inquiry,	91–2	23
"Presbytery Schemes"—Application for,	88–9	134
Presbytery of Belfast,	90–91	138
Presbyterian Orphan Society—Scheme 58,	88–9	136
Preston Endowment, Ballyroan—Scheme 111:		
Inquiry,	87–8	366
Hearing of Objections,	90–1	160
Preston School, Navan,	87–8	358
Raheny and Coolock Parish Schools—Scheme 5:		
Claim to exemption,	85–6	19
Preliminary Inquiry,	85–6	244
Further Inquiry,	86–7	263
Draft Scheme,	85–6	511
Accounts,	do.	480
Rainey's School and Salters Endowment—Scheme 48:		
Preliminary Inquiry,	86–7	93
Draft Scheme,	88–9	287
Hearing of Objections,	88–9	89
General Assembly, Deputation of,	do.	266
Resolution of House of Commons,	90–91	285
Remitted Scheme—Further Inquiry,	90–91	112
Correspondence,	86–7	321
Will, Hugh Rainey	do.	311
Act of Parliament, 2 George II.	do.	313
Expenditure on School, 1870–1886,	do.	321
Letter, Sir H. Cartwright,	do.	320
Petition to have Scheme settled,	do.	316
Correspondence and Documents—Salters Co.,	88–9	284
Ralph Macklin Endowment—included in Scheme 147:		
Claim to exemption withdrawn,	85–6	17
Public Inquiry,	do.	156,169
Correspondence and Documents,	do.	469
(And see Parochial Schools, Dublin, Glendalough, and Kildare).		
Rathmines Township Sunday and Daily Schools—Scheme 161:		
Preliminary Inquiry,	Final	83
Hearing of Objections,	do.	156
Robertson Endowments—Scheme 35:		
Inquiry,	86–7	73
Hearing of Objections,	88–9	71
School Returns,	86–7	309
Rochelle Seminary, Cork—Scheme 52:		
Inquiry,	87–8	131
Amalgamation with High School	91–2	39

—	Year.	Page.
Royal Belfast Academical Institution—Scheme 15 :		
Preliminary Inquiry,	86–7	108
Hearing of Objections,	87–8	283, 293
Royal Irish Academy of Music and the Coulson Bequest—Scheme 39 :		
Preliminary Inquiry,	85–6	128, 339
Further Inquiry,	87–8	274
Hearing of Objections,	do.	474
Documents,	85–6	463
Royal School Endowments (see also "Commissioners of Education").		
Condition of, Report on,	Rep. 86–7	xii
Estates, condition of,	do.	xiv
Armagh :		
Local Inquiry,	do.	170
Documents,	do.	330
Banagher—Local Inquiry,	do.	240
Carysfort—Scheme 85 :		
General Inquiry,	do.	252
Local Inquiry,	88–9	237
Objections to Draft Scheme,	90–1	203
Hearing of Objections,	90–1	65
Draft Scheme of Commissioners of Education,	86–7	304
Cavan—Local Inquiry,	do.	1
Dungannon :		
Local Inquiry,	do.	154
Documents,	do.	328
Enniskillen :		
Local Inquiry,	do.	20, 41
Documents,	do.	305
Raphoe :		
Local Inquiry,	do.	49
Further Inquiry,	do.	257
Head Masters—joint statement,	do.	329
Roxborough Road School (see Diocesan School, Limerick, and "Limerick Endowments").		
Sandford Endowment, Castlerea—Scheme 136 :		
Preliminary Inquiry,	90–1	1
Documents,	do.	192
St. Nicholas Without and St. Luke's Parochial School—Scheme 219 :		
Inquiry and Claim to Exemption,	85–6	271, 354
Extracts from Wills,	do.	483
St. Patrick's Cathedral Grammar Schools—Scheme 9,	85–6	332
St. Peter's Schools, &c., Dublin—Scheme 32 :		
Claim to Exemption,	do.	22
Judgment,	do.	24
Do., Dr. Traill,	do.	25
Public Inquiry,	do.	170
Hearing of Objections,	87–8	283, 295
St. Stephen's Hospital, Cork—Scheme 65,	87–8	101
Shiel Charity, Rochfortbridge—Scheme 68,	88–9	159
Southwell Endowment, Downpatrick—Scheme 74,	do.	144
Southwell Endowment, Kinsale—Schemes 67, 109,		
Inquiry,	87–8	154
Documents,	do.	502
Stanhope Street Schools, Belfast—Scheme 7 :		
Inquiry,	86–7	134
Statistics and Returns,	do.	324
Stephen Street School, Waterford—Scheme 53,	87–8	250
Strabane Academy—Scheme 71,	86–7	47
Stratford Lodge Schools—Scheme 190 :		
Inquiry,	88–9	191
Hearing of Objections,	Final	163
Sullivan Schools, Holywood—Scheme 51 :		
Preliminary Inquiry,	86–7	135
Hearing of Objections,	88–9	109
Letter of R. Sullivan,	86–7	325
Swords Borough Schools—Scheme 1 :		
Preliminary Inquiry,	85–6	58, 206
Draft Scheme,	do.	488
"Protest of Dr. Traill as to Draft Scheme,"	do.	493
Hearing of Objections,	do.	355
Plan of Division of Income—Archbishop Walsh,	86–7	419
Scheme submitted to Lord Lieutenant,	85–6	516

—	Year.	Page.
Swords Borough Schools—Scheme 1—*continued:*		
Remitted Scheme—Inquiry,	86–7	272
Revised Amended Scheme—consideration,	do.	291
Memorandum of Archbishop Walsh,	do.	335
Draft Scheme of old Governors,	85–6	420
Documents,	do.	414
Tate School, Wexford—Scheme 100:		
Preliminary Inquiry,	88–9	216
Hearing of Objections,	91–2	53
Thomastown Parochial School—Scheme 49,	87–8	267
Tullyvin and Benbawn Schools—Scheme 30:		
Preliminary Inquiry,	85–6	89
Local Inquiry,	86–7	15
Draft Scheme by Commissioners of Education,	do.	304
Scheme submitted by Local Governors,	do.	301
Amended Scheme by Local Governors,	do.	302
Hearing of Objections,	87–8	283, 302
Ulster Society for the Education of the Deaf and Dumb and the Blind—Scheme 8:		
Preliminary Inquiry,	86–7	130
Hearing of Objections,	87–8	283
Documents,	do.	485
Urith Paul Endowment:		
Preliminary Inquiry,	88–9	212
Hearing of Objections,	91–2	64
Valentine Endowment—included in Scheme 104,	88–9	23
Villiers Charitable Institutions—Scheme 42,	87–8	11
Viscount Limerick Endowment, Dundalk:		
Preliminary Inquiry,	86–7	219
Further Inquiry,	91–2	90
Hearing of Objections,	Final	175
Viscount Weymouth Grammar School—Scheme 163,	91–2	94
Watts's Endowed School, Lurgan—Scheme 13,	86–7	146

Part III.—Index to Endowments not dealt with in any Scheme, and to General Matters.

The references are in all cases made after the manner adopted in Part II.

Aghada National School (Roche's Endowment),	87-8	192
Alcock's Apprenticeship Fund, Waterford,	do.	244
Alteration of Schemes—Report as to,	Rep. 87-8	xvi
Ardee—Erasmus Smith's School,	86–7	231
,, Catholic claims,	do.	do.
Audit of Schemes—Arrangements for,	Rep. 91-2	iv.
Ballyanne School, New Ross,	88–9	210
Ballycastle Intermediate School,	90–91	97
Ballydorn National School,	90–91	70
Ballymodan and Curravarahane Schools,	87–8	149
Bandon—Watergate place Schools,	do.	148
Belvedere Orphanage, Westmeath,	do.	14
Benburb Agricultural School,	86–7	157
Bethesda Female Orphan School,	85–6	239
Bishop Foy's Charity, Waterford,	87–8	228
Boyle Academical Institution,	do.	26
Carrowdore, Woburn, School,	88–9	122
Castleknock Parochial Schools:		
Claim to Exemption, and Inquiry,	85–6	240
Correspondence,	do.	479
Cathedral Blue School, Limerick,	87-8	49, 55
Chapel Lane School, Kilkenny,	do.	265

—	Year.	Page.
Christian Brothers Schools:		
Cavan,	86–7	14
Clonmel,	87–8	226
Cork,	do.	77
Drogheda,	86–7	237
Dundalk,	do.	333
Ennis,	87–8	68
Limerick,	do.	46
Waterford,	do.	234
Youghal,	do.	199
Clogher Roman Catholic Diocese, Statement of Bishop,	86–7	332
Clontumpher School,	88–9	42
Commissioners of Charitable Donations and Bequests—Correspondence with,	85–6	394
"Consent Schemes,"	Rep. 88–9	xviii
Do.,	Rep. 89–90	viii
Constitution of Commission—Changes in,	Rep. 89–90	iii
Do., do. Staff,	Rep. 91–2	iii
Cork Presentation Schools,	87–8	85
Cork School of Science, Art, and Music,	do.	134
Do., Statistics,	do.	500
Crofton School, Ashford,	88–9	255
Cushendun School,	91–2	108
Dempsey's Schools, Kells,	87–8	351
Denominational Endowments, Report as to,	Rep. 87–8	xvii.
Diocesan School, Sligo,	88–9	25
Diocesan School, Wicklow,	do.	255
Donaghadee National School	do.	122
Drogheda—Memorial of R.C. inhabitants,	86–7	228, 335
Drogheda National School and Civil Service Academy,	do.	236
Drummond Institution, Chapelizod:		
Preliminary Inquiry,	85–6	188
Returns,	do.	474
Duke of Devonshire's Schools:		
Bandon,	87–8	144
Lismore,	do.	214
Youghal,	do.	193–202
Documents,	do.	501
Elementary Education,	Rep. 86–7	xviii.
Female Education:		
Claim for,	85–6	248
Higher Education, Report as to,	Rep. 86–7	xvii.
Memorial from Schoolmistresses,	85–6	480
Female Orphan House, North Circular Road,	do.	237
Fermoy College,	87–8	212
Fermoy—Roman Catholic Primary Education,	do.	213
Friends School, Newtown,	do.	240
Foyle College, Londonderry,	86–7	57, 75, 307
Galway Patrician Brothers,	88–9	44
Gloucester Street Schools, Dublin,	85–6	346
Great Britain Street Almshouse, Dublin,	do.	351
Hall's Charity, Limerick,	87–8	49,56
Hevey's Institution, Mullingar,	88–9	1
Income of Endowments,	Rep. Final	iv
Infant School, Trinity Place, Dublin,	85–6	333
Inspection of Schools, Report as to,	Rep. 87–8	xvii
Do. do.	Rep. 88–9	xix
Do. do.	Rep. 89–90	vii
Do. do.	Rep. 91–92	iv
Do. do.	Rep. Final	iv
Inspection and Audit, Report as to,	Rep. 90–91	v
Intermediate Education:		
Memorandum to Chief Secretary as to,	Rep. 86–7	xix
Insufficiency of provision for,	Rep. 90–91	v
Irish Society,	86–7	62
Do. Table of Grants by,	do.	308
Irish Society's Schools, Coleraine,	88–9	76
Do. Documents,	do.	283
Jackson's Charity, Forkhill,	86–7	216

—	Year.	Page.
Jeffers Endowment, Tralee,	91–2	131
Do. Memorial of Dean Coffey,	87–8	491
Kerry, Memorial of inhabitants,	87–8	39,490
Killaloe, Diocesan College,	do.	59
Do. Documents,	do.	492
Kinsale, Carmelite College,	do.	162
Laffan, Dr., on Endowments in general,	85–6	327
Lancasterian Schools, Belfast,	86–7	144
Lisburn and Brookfield Friends' Schools,	do.	143
Lombard Street National School, Galway,	88–9	46
Marist Father's School, Athlone,	87–8	327
Marist School, Dundalk,	86–7	334
Mary's Abbey School, and Meeting-house Lane School,	85–6	322
Meetings and Attendances of Commissioners,	Rep. 85–6	xi
Do., do.,	Rep. 86–7	v, xxiii
Do., do.,	Rep. 87–8	v, xxi
Do., do.,	Rep. 88–9	v, xlix
Do., do.,	Rep. 89–90	iii, xxiii
Do., do.,	Rep. 90–91	iii, xxiii
Do., do.,	Rep. 91–92	iii, xxvi
Do., do. (92–94),	Rep. Final	iii, xxxii
Mercer's School, Castleknock:		
Claim to Exemption,	85–6	8
Preliminary Inquiry,	do.	200
Rental, &c.,	do.	476
Minutes, Abstract of:		
Assistant Commissioners,	Rep. 85–6	lxxiii
Do.,	Rep. 86–7	xciv
Do.,	Rep. 87–8	xcvi
Do.,	Rep. 88–9	cxxxiii
Do.,	Rep. 89–90	xcv
Do.,	Rep. 90–91	cvi
Do.,	Rep. 91–2	xcviii
Do. (92–94),	Rep. Final	cxxxiv
Judicial Commissioners,	Rep. 85–6	lxvii
Do.,	Rep. 86–7	lxxxvi
Do.,	Rep. 87–8	lxxxv
Do.,	Rep. 88–9	cxx
Do.,	Rep. 89–90	lxxxiii
Do.,	Rep. 90–91	xcvi
Do.,	Rep. 91–2	lxxxvii
Do. (92–4),	Rep. Final	cx
Full Commission,	Rep. 85–6	xxii
Do.,	Rep. 86–7	xxiv
Do.,	Rep. 87–8	xxii
Do.,	Rep. 88–9	1
Do.,	Rep. 89–90	xxiv
Do.,	Rep. 90–91	xxiv
Do.,	Rep. 91–92	xxvii
Do.,	Rep. Final	xxxiii
Mixed Endowments, Report as to,	Rep. 88–9	xviii
Mount St. Vincent Convent School, Limerick,	87–8	50
Muckamore Abbey School,	91–2	121
Newry, Memorial of Inhabitants of,	86–7	167
Omagh, Petition of Inhabitants of,	86–7	40
Pleasants' Asylum:		
Claim to Exemption,	85–6	7
Judgment therein,	do.	13
Judgment, Dr. Molloy,	do.	15
Powers of Commission—Duration of,	Rep. 89–90	viii
Powers of Amendment—Report as to,	do.	do.
Public Sittings of Commission,	Rep. 85–6	vii
Do., do.,	Rep. 86–7	v
Do., do.,	Rep. 87–8	v
Do., do.,	Rep. 88–9	v
Do., do.,	Rep. 89–90	xxii
Do., do.,	Rep. 90–91	xxii
Do., do.,	Rep. 91–2	xxiv
Do. do.,	Rep. Final	xxxi

—	Year.	Page.
Queen's Colleges, Cork and Galway,	85–6	20
Queen Street Collegiate School, Cork,	87–8	497
Rahan School (Cotter Endowment),	87–8	120
Removal of Masters—Report as to,	Rep. 87–8	xvii
Rockwell College, Cahir,	87–8	224
Roger Palmer Charity,	89–90	43
Roman Catholic Intermediate Schools,	Rep. 86–7	xvi
Sacred Heart College, Limerick,	87–8	57
St. Bride's Parochial Schools, Dublin,	85–6	481
St. Catherine's Parochial Schools, Dublin,	do.	325, 354
St. Colman's College, Fermoy,	87–8	206
St. Columb's College, Londonderry,	86–7	71
St. Finian's Seminary, Navan,	87–8	363
St. Finn Barr's Seminary, Cork,	do.	125
St. Ignatius' College, Galway,	88–9	43
St. Jarlath's College, Tuam,	do.	69
St. John's Parochial Schools, Limerick,	87–8	55
St. Joseph's Convent School,	do.	165
St. Kieran's College, Kilkenny,	do.	265
St. Macarten's Seminary, Monaghan,	86–7	206
St. Malachy's College, Belfast,	do.	120
St. Mark's Parochial Schools, Dublin,	85–6	352
St. Mary's College, Dundalk,	86–7	224
St. Michael's Parochial Schools, Limerick,	87–8	56
St. Michan's National School, Dublin,	85–6	337
St. Michan's Parochial School, Dublin,	do.	338
St. Patrick's College, Armagh,	86–7	188
St. Patrick's College, Cavan,	do.	10
St. Peter's College, Wexford,	88–9	228
St. Saviour's Orphanage, Dublin,	85–6	266
St. Thomas' Orphanage, Dublin,	do.	288, 348
SS. Michael and John's Schools, Dublin,	do.	348
Schemes before Parliament—Report as to,	Rep. 90–91	iv
School of Industry, Lady Lane, Waterford,	87–8	247
Shrigley School, co. Down,	88–9	146
Singleton School, Dublin,	85–6	5
Skibbereen University and Intermediate School—Staff of,	87–8	167
Tables attached to Report—Reference to,	Rep. Final	v
Table I.—Schemes published—Stages of,	Rep. Final	vii
Table II.—Income administered,	do.	xv
Table III.—Catalogue of Schemes,	do.	xxiv
Table IV.—Exempt Endowments,	do.	xxviii
Table V.—"Consent Schemes"—Application for,	do.	xxix
Technical Education:		
Insufficiency of provision for,	Rep. 86–7	xviii
Report as to,	Rep. 86–7	xvii
Do.,	Rep. 87–8	xix
Do.,	Rep. 88–9	xxi
Traill, Dr.—Addition to Report, 1887–88,	Rep. 87–8	xx
Trinity Infant School, Belfast,	91–2	121
Unitarian Schools, Dublin,	85–6	205
Vaughan Charter School, Tubrid,	86–7	41
Waterford Protestant Orphan School,	87–8	244
Wesley College, Dublin,	85–6	274
Westmeath Protestant Orphan Society,	88–9	13
Whitechurch Parochial School (New Ross),	do.	214
Whitla, Coulson, and Hall Endowments, Lisburn,	91–2	122
Wicklow Free School,	88–9	255
Wilson's Hospital, Multyfarnham,	do.	6
Work done during year,	Rep. 85–6	ix
Do.,	Rep. 86–7	v–x
Do.,	Rep. 87–8	x
Do.,	Rep. 88–9	viii
Do.,	Rep. 89–90	iii
Do.,	Rep. 90–91	iii
Do.,	Rep. 91–2	iii
Do.,	Rep. Final	iii
Work of Commission, Summary of,	Rep. Final	iii

No. 16260

DUBLIN CASTLE,

31*st December*, 1894.

SIR,

I have to acknowledge the receipt of your letter of the 29th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Final Report of the Educational Endowments (Ireland) Commission, with abstract of the Minutes of the Commission, Minutes of Evidence, and Appendices.

I am, Sir,

Your obedient Servant,

D. HARREL.

The Secretary,

Educational Endowments Commission.

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THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, BELFAST,

FOR

THE SESSION 1893–94.

Presented to both Houses of Parliament by Command of Her Majesty.

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CONTENTS.

Page

REPORT, ... 3

VISITORS, ... 16

PRESIDENT, PROFESSORS, OFFICERS, and DEANS OF RESIDENCES, 16

APPENDIX—

Table I. Number of Students Matriculated in Session 1893–94, . . 17

Table II.

(A) Numbers and Religious Persuasions of Students who have entered the College in each year since its opening, ... 17

(B) Numbers and Religious Persuasions of Students attending the College in each Session since its opening, ... 18

Table III. Number of Students attending each Faculty in Session 1893–94, 19

Table IV. Number of Students who came from each of the Provinces of Ireland, and from other places, ... 19

Table V. Ages of Students in attendance, ... 20

Table VI. Number of Lectures given by each Professor, and Number of Students attending them, in Session 1893-94, ... 20

Table VII.

(A) College Scholars and Prizemen, ... 21

(B) Degrees, Diplomas, Honors, &c., obtained by Students of the College at the Examinations of the Royal University of Ireland, in 1893, ... 27

Table VIII. Students of the College who have gained Studentships, Scholarships, Exhibitions, or Prizes in the Royal University of Ireland, 38

Table IX. List of Students of the College who have, since 1st January, 1881, obtained distinctions in Universities other than the Royal University of Ireland, ... 45

Table X. List of Professors and Officers of the College, showing their length of Service, their Salaries, and their Emoluments from Class Fees, . 50

Table XI. Benefactors of the College since its Foundation in 1845, . . 51

Table XII. Account of the Receipts and Expenditure of the College in the Year ended 31st March, 1894, ... 58

THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, BELFAST,

FOR THE

SESSION 1893–94.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

I have the honour to present to Your Majesty my annual Report on the condition and progress of this College during the academic year 1893–94. The year has been a very busy and eventful one. The ordinary work and life of the College have gone on as usual, and at the same time new departures have been made, and new movements inaugurated, to the issues of which we look forward with the most hopeful interest.

I proceed to give some statistics as to our present condition.

OUR NUMBERS.

In the past Session there entered the College for the first time 112 students, as compared with 97 in the previous year. The total number enrolled in the various Faculties was 429, distributed as follows—In the Faculty of Arts, 147: in the Faculty of Law, 32: in the Faculty of Medicine, 248: in the School of Engineering, 6. Four students attended in more than one Faculty. There was a considerable increase in the number of lady students, to whom all our classes are now open, the number attending being 13, as against 8 last year.

It is interesting to note the places from which the students came. Ulster, as might be expected, supplied the great majority, 373 of them belonging to this province: 13 came from Leinster, 5 from Connaught, and 6 from Munster, while 17 were Englishmen, 4 Scotchmen, 2 came from Spain, 1 from Portugal, 4 from India, 1 from Australia, and 3 from America. Four continents and many countries were therefore represented in the College during the Session. As regards age, 263 of the students were over 21, and 166 younger. It is a pleasure to me to be able to report that the conduct of all was so uniformly good that no student was charged before the Council with any offence during the year.

THE WORK OF THE YEAR.

The year was, as I have said, a very busy one. From the returns furnished to me by the Professors, I find that one of them reports 377 lectures as delivered to his classes during the Session,

another 370, a third 351, and so on. Such figures are sufficient to prove that the eminent men, to whom Your Majesty has entrusted the task of training the aspiring youth of Ulster within our walls, do not eat the bread of idleness.

It has long been the boast of Queen's College, Belfast, that from its class-rooms there have gone forth numbers of men who, wherever they have found their way, and to whatever tests they have been subjected, have so distinguished themselves as to reflect the highest honour on their *alma mater*. The academic record of the past year clearly proves that as it has been in this respect so it continues to be. I need not enumerate here the triumphs of the Session. Nor could I if I would. The list would be longer than could be inserted in a report like this. All that it is needful for me to say is that at the Royal University, at Cambridge, at King's Inns, Dublin, and the Inns of Court and the Temple, London, the Queen's College men who have presented themselves at the various examinations have acquitted themselves in such a way as to show that there is no deterioration in their quality, and none in the character of the education which they receive in Belfast.

The Faculty of Arts.

In the Faculty of Arts what may truly be called the lion's share of the honours of the Royal University at the various examinations fell to the lot of Belfast students, including many valuable Exhibitions and other prizes. Passing over inferior distinctions and mere pass degrees, they gained in all during the year 21 First Honours at the Arts Examinations in Classics, Mathematics, Mathematical Physics, Experimental Physics, Modern Literature, Modern Languages, Chemistry and Physiology. At Cambridge, quite a little colony of our students has been established, and these gained during the past year some signal distinctions. One, Mr. Ernest M'Bride, was elected to a Fellowship in St. John's, and was also awarded the Walsingham Medal for original work in Natural Science. Another, Mr. John G. Leathem, gained the Hughes Prize in the same College, and was bracketed Fourth Wrangler in the Mathematical Tripos. A third, Mr. R. K. M'Elderry, came out First Class in the Classical Tripos, Part I., and others, such as Mr. W. P. Boas, Mr. W. A. Houston, Mr. G. T. Locke, Mr. A. A. Robb, and Mr. W. T. Clements, who have but commenced their courses, gained such prizes at entrance as to lead us to look forward confidently to their taking very high places in the near future.

The Faculty of Law.

It has been most gratifying to me to note the steady growth of our School of Law, alike as regards the numbers of its alumni and the ability which they evince. During last Session the students were more numerous than in the previous year by fully a third, and some of them achieved very notable triumphs at the several legal examinations in King's Inns, Dublin, and the

Inns of Court and the Temple, London, examinations which were open to all comers. One, Mr. R. D. Megaw, gained first place at the examination for the John Brooke Scholarship (value £150) at King's Inns, was awarded a prize of £50 for distinguished answering at the examination for the Reid Professorship of Penal Legislation, Constitutional and Criminal Law, and the Law of Evidence, in Trinity College, Dublin, gained First Honours and a prize of £50 in Constitutional Law at the Inns of Court, and a special Scholarship of £50 at the Middle Temple—certainly a splendid series of honours to be won by any man in a single year. Another of our students, Mr. J. Sinclair Baxter, during the same period gained the following remarkable list of distinctions :—the Degree of LL.B., with First Class Honours, in the London University, a Studentship (value 300 guineas), and a prize of £50 in Constitutional Law at the Inns of Court, and a special Scholarship of £50 and the Campbell-Foster prize in Criminal Law at the Middle Temple. A third, Mr. James Walker, took First Honours at the Inns of Court, and a special Scholarship of £50 at Lincoln's Inn ; and a fourth, Mr. J. R. Kerr, followed in the footsteps of his seniors by carrying off the junior John Brooke Scholarship at King's Inns. This brilliant catalogue of honours is sufficient to show that the School of Law in this College, which has already given to the Irish Bench some of its most distinguished ornaments, and both to the Irish and English Bars several of their most famous advocates, shows no signs of deterioration, but bids fair to rival in the future the triumphs of the past.

The Faculty of Medicine.

In the Faculty of Medicine the Session just ended has been a particularly notable one in many ways.

Through the munificence of a well known and public-spirited citizen of Belfast, R. G. Dunville, Esq., D.L., a long felt want has been supplied by "The Trustees of the Sorella Trust" in the foundation of the "Dunville Chair of Physiology," to which William Henry Thompson, Esq., M.D., was appointed by Your Majesty as first Professor in October last. In my report of last year I expressed my opinion of the great value of this foundation. It adds to the equipment of the College in a manner which will undoubtedly contribute very materially to its efficiency, and it goes some way towards rolling away the reproach which has been often urged against Belfast, and has more than once stood in the way of the College receiving much-needed assistance from Parliament—the reproach that the State has been left to do everything for us, while the locality benefited has done little or nothing. The establishment of this Chair proves that if in Liverpool, Leeds, Manchester, and such like places in England, there are men and women who feel that they cannot devote money to a better purpose than the furtherance of University education, or more honourably perpetuate their names than by having them associated with a great seat of learning, the same spirit is awaking in Belfast. The Dunville Chair of Physiology is the first Chair which has been

founded in the College by private beneficence. I sincerely trust that it may not be the last, but that the example so nobly set by the Trustees of the Sorella Trust will be followed by one and another of our citizens until Queen's College, Belfast, in the completeness of its buildings, the number of its Chairs, and the liberality of the encouragements to learning which it will be enabled to offer to the aspiring youth of Ulster, shall rival the most highly endowed seminaries in England or Scotland.

To the Chair of Anatomy, left, by the dissociation from it of Physiology, to be entirely devoted to that subject, a very distinguished anatomist, Johnson Symington, Esq., M.D., of Edinburgh, author of several well known works, was appointed by Your Majesty, while John William Byers, Esq., M.D., of Belfast, an *alumnus* of our own who has risen to the highest rank in the department of Gynæcology, was appointed to the Professorship of Midwifery rendered vacant by the death of the venerable Dr. Robert Foster Dill. All three appointments to the Chairs I have mentioned seem likely to prove of the greatest advantage to our Medical School. Nothing could exceed the devotion to their several subjects which the new Professors have exhibited. Professor Thompson, in addition to his strictly collegiate work, delivered during the Session, in accordance with the Scheme drawn up by the Sorella Trustees and sanctioned by Your Majesty, a course of evening popular lectures on Hygiene. These were attended by crowded audiences, and the full reports of them which appeared in the daily newspapers served still further to widen the circle which they benefited.

In addition to these appointments I have further to report, regarding the Faculty of Medicine, that the Lectureship on Pathology became vacant in April last through the resignation, owing to ill-health, of W. H. Barrett, Esq., M.B., who had, ever since the establishment of this department, devoted himself to its interests with much assiduity and success. We were fortunate in securing as his successor for this year Wm. Russell, Esq., M.D., of Edinburgh, a well known authority on the subject, who has proved himself a most able and acceptable teacher. During the winter another new department, devoted to Practical Pharmacy, was organised, to superintend which Victor G. L. Fielden, Esq., M.B., of Belfast, an *alumnus* of our own, was appointed as demonstrator under Dr. Whitla, the Professor of Materia Medica. Dr. Fielden has had a large class of students, and I have every reason to report most favourably of the manner in which he discharged his duties during the Session now concluded.

A large number of our students obtained the Degrees of M.B., B.Ch., and B.A.O. from the Royal University during the year, several of them with high distinction. At the various medical examinations they also carried off a number of valuable Exhibitions and first honours.

Our Medical School is now in every respect singularly strong. Never, probably, in the history of the College, was it so well fitted for its great work. Not only are all the Chairs filled by men of high and acknowledged eminence in their several depart-

ments, but, owing to the institution of the new professorship already referred to, and to the several lectureships which have been established, the work of the School has been specialised to an extent which must prove of the utmost advantage to the promotion of medical science in the North of Ireland. Of the importance of the Medical School not only to the College but to the entire community, whose lives and health largely depend on the training of those who are to be their physicians and surgeons, it is unnecessary here to speak at length. It has given me the utmost pleasure to note its recent advancement, and I trust it will long retain the high and honourable position which it has gained among the teaching institutions of the United Kingdom.

The College Laboratories.

I am happy to be able to give a more favourable account than it has hitherto been in my power to render of the equipment of those scientific departments of the College in which practical teaching is requisite. Year after year the late President had to bewail the deficiency of Laboratory accommodation, and to urge the necessity for augmenting it. I am glad to report that our wants in this respect are being gradually supplied, so that I cherish the confident hope that in a short time the College will, in this respect, have no reason for complaint. One of our most urgent needs was that of

Chemical Laboratories,

constructed and equipped in accordance with the present advanced condition of chemical science. I have now the satisfaction of reporting that in April last a new block of buildings, erected by the Board of Works for this purpose, was opened, which affords such accommodation for the study of Chemistry as very few colleges can boast of possessing. This building comprises a large Quantitative Laboratory, a Qualitative Laboratory of similar size, a Private Laboratory for the use of the Professor, a spacious Practical Class-room, Combustion Room, Water Analysis Room, Balance Room, Dark Room, &c., &c., all fully supplied with fittings and apparatus of the most modern and approved description Dr. Letts, the Professor of Chemistry, took a deep and constant interest in the erection and equipment of the building, and thus contributed very materially to its completeness. Through the kindness of an old student of the College, James Wilson, Esq., M.E., Oldforge, Belfast, a photographic studio has also been erected in the quadrangle, and placed in charge of Professor Letts. The accommodation provided in the Chemical buildings is, I need scarcely say, of the greatest value, not only from the strictly academic point of view, but in the interests of the great manufacturing community in which the College is placed. "It is but a short time," as a recent writer truly says, "since the pursuit of experimental research was regarded merely as a matter of individual curiosity; but owing to the high commercial value and important bearings of many of the recent discoveries in the fields of science, the public mind has now become awakened to the conviction that

knowledge is wealth, and that the scientific education of the people is a matter of national importance." I trust that the people of Belfast and Ulster will value and profit by the unrivalled facilities for instruction in Chemistry which the College is now enabled to place at their doors.

A Pharmaceutical Laboratory

has also been opened during the year, one of the old Chemical Laboratories having been altered and re-fitted for the purpose. Under the superintendence of Professor Whitla this Laboratory has been supplied with all requisite appliances, together with a full supply of drugs, and, as I have already mentioned, Dr. Victor Fielden has been placed in charge of it.

Physiological and Pathological Laboratories.

Regarding two other Laboratories, for practical instruction in Physiology and Pathology, I have the pleasure of stating that the Lords of Your Majesty's Treasury have, at my request, most kindly sanctioned the immediate commencement of a new building for the purpose. During the past Session, the Dunville Professor of Physiology found himself much hampered in his work, owing to the want of suitable rooms in which to prosecute research and to impart to his students practical instruction in the great subject of which he has charge, and the department of Pathology has been similarly and equally handicapped. The wants of both will now, I hope, be soon and adequately supplied. At the same time we shall, I trust, be able also to provide room in the new building for such a Biological Laboratory as Dr. Cunningham, the Professor of Natural History, has long desiderated.

It will thus be seen that the College has made a large advance during the year, in the various scientific departments, towards fully equipping itself with those facilities for practical work and teaching which are imperatively demanded in the present day. In these closing years of the nineteenth century, in proportion as the work of the scientific investigator has become more subtle and exact, and as he requires for that work instruments of precision such as were unknown to our fathers, he must be provided with the requisite facilities and appliances, both for those researches by which alone these advances can be made, and for the instruction of the younger generation, whom it is his duty to imbue with the spirit, and instruct in the methods, of modern science. It were the most short-sighted of all policies to deny them to him, and hence I am rejoiced to chronicle our marked progress in this direction—a progress the continuance of which it will, I hope, be my privilege year after year to report.

The Museums.

Some excellent work has been done in the various Museums during the year. The Curator of the Natural History Museum

(Dr. R. O. Cunningham) has made some notable additions to it, and is now only hampered by want of space—a difficulty which ought to be removed out of his way as soon as possible, as a considerable addition to the accommodation of the Museum would be most desirable. I am glad to find that former students who reside or travel abroad kindly continue to remember it. In this way it has been enriched by valuable acquisitions from time to time. Those received during the year include a valuable collection of Reptiles from South Australia, presented by Edward Leslie Pooler, Esq., M.D., and a very fine specimen of *Goliathnus Diuryi* from West Africa, presented by R. J. M'Keown, Esq., M.D., both former students.

Professor Symington has been appointed Curator of the Medical Museum, and has already set to work to re-arrange its contents, with the kind assistance of A. B. Mitchell, Esq., M.B., who has promised to devote some of his leisure to this important work During the year it has received several notable additions. Two of these must be specially mentioned—a large and most valuable collection of specimens, formerly in Minto House, Edinburgh, the property of Professor Symington, and generously presented by him to the College, and a remarkable collection of vesical calculi, two hundred in number, which were removed by surgical operation in India by Surgeon-Major J. A. Cuningham of the Indian Medical Service, a former student of the College, and presented by him through Professor Sinclair. The more such gifts this Museum receives, the better for it and for the advancement of medical science among us.

The Library

now contains about 52,000 volumes: 1,040 were added during the year. Most of these were purchased, but we owe a considerable number to the kindness of friends and of learned societies who supply us with their publications. The task of preparing a new Catalogue, to which I referred in my last report, has continued to be actively prosecuted. The Card Catalogue, which was first aimed at, has now been completed under the supervision of Dr. Meissner, the Librarian, and a contract for the execution of the printed Catalogue has been entered into with the College printers, Messrs. Mayne and Boyd, who have engaged to push forward the work as rapidly as possible. When issued, this catalogue will be an undoubted boon to all who use the Library.

For some time the College has been in possession of a rather valuable collection of ancient coins. Hitherto these have been unarranged. The work of cataloguing them has now been kindly undertaken, at our request, by David Buick, Esq., LL.D., an old student of the College, by whose aid I hope they will soon be placed on view in the Library in a case which has been constructed for this purpose.

REPORTS OF THE DEANS OF RESIDENCES.

I have received the following reports as to the Students from the several Deans of Residences:—

"St. Andrew's Rectory, Belfast,
"June 12, 1894.

"DEAR MR. PRESIDENT,—I am happy in having the honour of reporting to you most favourably as to the conduct of the Students of Queen's College, Belfast, members of the Church of Ireland, during the past Session. Their conduct both in class and lodging-places has been unexceptionable.

"In regard to religious matters, I am glad to say that a Union for the purpose of stimulating the Students to a deeper interest therein, both in regard to themselves and to those whom they might influence, has been instituted. The meetings of this Union are under the control and sanction of the Deans, and at the close of the Session a very pleasant and helpful closing social meeting was held here by the members. I anticipate much good to the Students from this Union.

"I have the honour to remain,
"Dear Mr. President,
"Your faithful servant,
"S. EDWARD BUSBY, Clerk, LL.D.,
"Dean (I.C.)"

"There are at present six Students under my care. These gentlemen are in some instances resident in Belfast and in others in the immediate neighbourhood. Save in some few cases of illness, they are all fully and pressingly occupied in the work of their classes at Queen's College. I have no reason for dissatisfaction in any case with their conduct, and I have informed myself that, where not living in the homes of relatives, they are comfortably and suitably located in respectable lodgings.

"T. H. M. SCOTT, M.A.,
"Dean of Residences of Association of
"Non-Subscribing Presbyterians.

"The Glebe, Dunmurry,
"9th June, 1894."

"College Park, Belfast,
"June 15th, 1894.

"DEAR SIR,—The conduct of the Presbyterian Students of Queen's College, Belfast, as far as it came under my notice as Dean of Residences has been entirely satisfactory during the Session now ended.

"MATTHEW LEITCH,
"Dean of Residences of the Presbyterian
"Students, Queen's College, Belfast.

"To the President,
"Queen's College, Belfast."

"Immediately after the opening of the Session in October, 1893, I received in due course a list of twenty-four Students, registered as belonging to the Methodist Church. Having made careful inquiry concerning their places of domicile, I forthwith took the necessary steps to secure for them proper pastoral care. So far as my knowledge of these students is concerned, they have been attentive to their studies, and their moral conduct has been unimpeachable.

"Signed,

"OLIVER M'CUTCHEON

"June 16, 1894."

THE STUDENTS' SOCIETIES.

The Societies maintained by the Students among themselves for their own improvement had, I am happy to state, useful and prosperous sessions during the year, the Literary and Scientific Society under the presidency of Mr. T. C. Houston, LL.B., and the Medical Students' Association under that of Dr. James Lynass.

MARKS OF RESPECT.

In April last I had the pleasure of unveiling, at the request of the subscribers, an admirable portrait of Dr. Redfern, Professor of Anatomy and Physiology, 1860–93, which was presented to the College by a number of his colleagues, former students, and other friends. It is the work of Mr. Ernest E. Taylor and has been hung in the Examination Hall, where it forms a worthy and lasting memorial of one who is not likely soon to be forgotten within our walls, or by the many members of the medical profession who have enjoyed the privilege of sitting at his feet.

I must also refer to another mark of respect which was paid in March last to an old student of the College, Sir David M. Barbour, K.C.S.I., who, on his return home at the conclusion of a long and distinguished career in India, was entertained at a public dinner in the Examination Hall, the Lord Mayor of Belfast and other distinguished citizens joining with us in doing him honour.

THE UNION.

In former Reports I have referred to a movement for the establishment of a Students' Union which was initiated two years ago, and which has received the utmost encouragement from Professors, from former students, and from not a few others in Belfast and the vicinity. In May last a Fancy Fair was held in the College buildings and grounds, and in the adjoining Royal Botanic Gardens, for the purpose of completing the funds for erecting, furnishing, and, if possible, endowing the building. The Fair was organised and carried out by a number of public-spirited ladies, whose unselfish efforts in this cause ought not to be allowed

to pass unnoticed here. For nearly a year their labours were incessant. I think it right to place on record in this Report to Your Majesty the names of the chief of these workers. The Lady Mayoress of Belfast for 1892 and 1893 (Lady Dixon) gave all her energy and the weight of her official position to the project, and the Lady Mayoress of 1894 (Mrs. M'Cammond) rendered most valuable help, as did also the Lord Mayor. The following formed the Executive Committee :—Mrs. T. J. Andrews, Mrs. Byers, Lady Cowan, Mrs. Connor, Mrs. Cunningham, Lady Dixon, Mrs. Adam Duffin, Mrs. Charles Duffin, Mrs. Hamilton, Mr. Tom Houston, B.A., Mrs. Kyle Knox, Mrs. John Lanyon, Professor Letts, Ph.D., Mrs. M'Calmont, Mrs. R. T. Martin, Mrs. R. H. Orr, Mrs. John Park, Mr. J. O. Rogers, Mr. J. H. Robb, and Miss Welland. The Amusements Committee was composed of Professor Letts, Ph.D., Professor FitzGerald, and Mr. F. S. Irvine, with Mr. J. O. Rogers as Hon. Sec. The Hon. Secs. of the entire movement were Mrs. Letts and Miss Maud O. Grimshaw, and the Hon. Treasurer, Mr. J. L. Downey, Shaftesbury Square Branch, Northern Bank. The Presidents of the various stalls (in their order) were—Mrs. Park, Miss Parker, The Countess of Annesley, Lady Dixon, Mrs. M'Calmont, Lady Helen Stewart, The Marchioness of Londonderry, Lady Harland, Mrs. Hamilton, Lady Kelvin, The Viscountess Templetown, Mrs. Byers, Mrs. Cunningham, Dr. Letts, Lady Cowan (with Mrs. W. G. Mackenzie as Vice-President), the Marchioness of Dufferin and Ava, the Countess of Ranfurly, Mrs. Bretland, Mrs. John M'Connell, Mrs. St. Clair Boyd, Mrs. Richard Purdon, Mrs. Whitaker, and Lady O'Neill. The appeals of the ladies proved how many warm friends the College has, and how deep an interest is taken in the Union. From Belfast and many towns and rural districts of Ulster, and from former students in all parts of the world, help flowed pleasantly and rapidly in, so that in a short time the success of the Fair was assured. It was kindly opened on 23rd May last by the Marquess of Londonderry, who was accompanied by the Marchioness, Viscount Castlereagh, and Lady Helen Stewart, and it was carried on with unflagging spirit for six days. The accounts have not yet been finally made up, but adding to the direct proceeds of the Fair the subscriptions previously received, a sum of somewhere about £8,000 will probably, after paying all expenses, be available for the purposes of the Union—a sum which will, it is expected, be found sufficient for the purpose. Too much praise cannot be given to all who wrought so willingly in this cause. They have not only the reward of success, but the satisfaction of knowing that the project, which they assisted so energetically and well, will undoubtedly prove of great and lasting advantage to the students and the College. The Union is intended to contain a Hall for the meetings of the various College Societies, a Reading Room well supplied with journals, magazines, and reviews, and a Dining-hall where a common dinner may be served daily, and where refreshments may be obtained at other times. It will undoubtedly contribute to the well-being of the students in a thousand ways. It

will prove an antidote to the disadvantages of lodging-houses. In the evenings it will be a safeguard against the temptations of the city, and at all times it will, I trust, conduce to the fostering of that common life and *esprit de corps* which constitute such valuable elements in academic culture.

A Hall of Residence.

What, in the opinion of many, would be a still greater service to the College would be the erection, in addition to the Union, of a Hall or Halls of Residence for the students. It is probably not generally known that the establishment of such halls was contemplated by our founders, and that provision was made for their erection. In the Colleges Act (8 and 9 Vic., cap. 66, sec. 17) I find the following words :—

"And be it enacted, That it shall be lawful for any person whomsoever, having power to make an absolute disposition thereof, to give, grant, devise, bequeath, or assure by any deed, will, or other instrument sufficient in law to create or convey an estate therein, any messuages, lands, tenements, and hereditaments, or any estate therein or any interest arising thereout, or any money, chattels, and effects to any trustee or trustees willing to accept the trust, or to the Commissioners of Charitable Donations and Bequests in Ireland and their successors, in trust for founding and endowing Halls for the reception of students in any of the said Colleges, and by such deed, will, or instrument, to establish rules, and to specify the authority for establishing rules, to be observed by the students admitted to the benefits of such foundation, and to specify the authority by which the observance of such rules is to be enforced; Provided always that no such Hall shall be recognised by any of the said Colleges unless the instrument of foundation shall provide that such rules, and also the appointment from time to time of the principal or other person holding chief authority in such Hall, shall be of no force until allowed by the person or persons appointed or to be appointed as aforesaid by Her Majesty, Her heirs and successors to execute the office of Visitor of the said College. And for the encouragement of persons willing to found and endow Halls for the reception of students in the said College as aforesaid, be it declared and enacted that if Her Majesty, Her heirs and successors, shall be pleased by Letters Patent under the Great Seal of Ireland to incorporate any number of persons willing to found and endow any such Hall or Halls as aforesaid, such incorporated Hall shall be deemed a public work, for the promotion of which the Commissioners of Public Works in Ireland may make loans within the meaning of an Act passed in the second year of the reign of His late Majesty intituled 'An Act for the extension and promotion of Public Works in Ireland,' and of all Acts passed or to be passed for the amendment thereof, and that it shall be lawful for the Commissioners of Public Works in Ireland to make loans to such incorporated bodies respectively for the extension and promotion of such foundations according to the provisions of the last-recited Acts.

Larger Grounds required.

But if the College is to go on adding to its buildings, as I trust it will until all its needs are fully met, there is one point which must be carefully borne in mind, viz., that the space afforded by

our grounds is far from being unlimited. Already the erection of the new Chemical Buildings has seriously and most undesirably encroached upon the ground devoted to the recreations of the students, and when the Union and the new Physiological and Pathological Laboratories are built, we shall of course find our available space very much further curtailed. And if the time shall ever come, as I hope and believe it will, and that at no distant day, when this College shall be constituted the seat and mother of a University, as Trinity College, Dublin, is of the University of Dublin, then of course still larger grounds will naturally be required. Under these circumstances it cannot be wondered at that negotiations which have recently been initiated with regard to the disposal of the Royal Botanic Gardens, which lie close beside us, have been to me and to many others in the College a source of very anxious interest, because if those Gardens are either built over or pass into the possession of the city as a public park, the College, already bounded on three sides by streets which effectually prevent all extension of its grounds on the north, east, or west, will also be so shut in on the south as to have its progress effectually barred for all time. Whether anything can be done to add the whole or any part of the lands of the Gardens to the College grounds, I know not. I only know that we much require such an addition to our territory. We need a proper Botanic Garden, such as other Colleges possess, for the practical study of Botany. The students require ground for exercise and amusement. And in many other ways the possession of additional land would be of inestimable value to us. But the College possesses no funds which it could devote to the acquisition of such land, and therefore, great as our necessity is, and great as is also the opportunity offered by the present circumstances of the Botanic Gardens, I do not see what we can do in this matter unless in some way, which I do not yet see, help is raised up for us. I shall not, however, witness without the keenest regret the passing away from the College of a chance which she ought to be able to embrace but cannot, and which, once lost, may never occur again.

Statistical Tables.

I have appended to this report a list of the names of the Visitors, the President, the Professors, the Deans of Residences, and other officials of the College, together with a series of tables showing (1) the Number of Students matriculated in Session 1893–94; (2) the Numbers and Religious Persuasions of the Students who have entered in each year since 1849; and the Numbers and Religious Persuasions of the Students who have attended in each year since 1849; (3) the Numbers attending in each Faculty during the Session now ended; (4) the Number of Students who came to the College from each of the provinces of Ireland, and from other places, during this Session; (5) the Ages of the Students in attendance; (6) the Number of Lectures given by each Professor during the Session, and the Number of Students attending each Class; (7) the

names of the College Scholars and Prizemen for this Session; (8) a list of Degrees, Diplomas, and Honours obtained by Students of the College at the examinations of the Royal University of Ireland in 1893; (9) a list of sundry Students who have, since 1st January, 1881, obtained distinctions in Universities other than the Royal University of Ireland; (10) a Table showing the Length of Service, Salaries and other Emoluments of the Professors and Officers of the College; (11) a List of the Benefactors of the College since its foundation, with an account of their benefactions; and (12) an account of the Receipts and Expenditure of the College during the year ending 31st March, 1894.

All which is testified on behalf of the College by

Your Majesty's

Most dutiful servant,

THOMAS HAMILTON,
PRESIDENT.

July, 1894.

VISITORS.

His Grace the Lord Primate.
The Most Honourable the Marquess of Dufferin and Ava, K.P., G.C.B.
The Most Honourable the Marquess of Londonderry, K.G.
The Right Honourable John Thomas Ball, LL.D.
The Right Honourable A. M. Porter, Master of the Rolls in Ireland.
His Honour Judge Shaw, Q.C.
The Right Rev. Bishop Welland, D.D.
Thomas Sinclair, J.P., D.L.
The Chief Secretary for Ireland, for the time being.
The Moderator of the General Assembly of the Presbyterian Church in Ireland, for the time being.
The President of the King's and Queen's College of Physicians, for the time being.
The President of the Royal College of Surgeons, for the time being.
The President of the Association of Non-Subscribing Presbyterians of Ireland for the time being.

PRESIDENT, PROFESSORS, OFFICERS, AND DEANS OF RESIDENCES.

President.

THE REV. THOMAS HAMILTON, M.A., D.D., LL.D.

Professors.

The Greek Language, ... SAMUEL DILL, M.A.
The Latin Language, ... THOMAS WILSON DOUGAN, M.A.
Mathematics, ... JOHN PURSER, LL.D., F.R.U.I.
Natural Philosophy, ... JOSEPH DAVID EVERETT, M.A., D.C.L., F.R.S., F.R.U.I.
History and English Literature, . . SAMUEL J. MACMULLAN, M.A., F.R.U.I.
Logic and Metaphysics, ... JOHN PARK, M.A., D.LIT., F.R.U.I.
Chemistry, ... EDMUND A. LETTS, PH.D., F.R.S.E., F.C.S., F.R.U.I.
Natural History and Geology, . . ROBERT O. CUNNINGHAM, M.D., D.SC., F.L.S., F.G.S., C.M.Z.S., F.R.U.I.
Modern Languages, ... ALBERT L. MEISSNER, PH.D.
Jurisprudence & Political Economy, . WILLIAM GRAHAM, M.A.
English Law, ... JAMES A. STRAHAN, M.A., LL.B.
Anatomy, ... JOHNSON SYMINGTON, M.D., F.R.S.E., F.R.U.I.
Physiology, ... WILLIAM HENRY THOMPSON, M.D., F.R.C.S.E
Medicine, ... JAMES CUMING, M.A., M.D., F.K.Q.C.P.
Surgery, ... THOMAS SINCLAIR, M.D., M.CH. F.R.C.S., Eng.
Materia Medica, ... WILLIAM WHITLA, M.D.
Midwifery, ... JOHN W. BYERS, M.D.
Civil Engineering, ... MAURICE F. FITZGERALD, B.A., ASSOC. M.I.C.E.
Agriculture, ... JOHN F. HODGES, M.D., F.C.S., F.I.C.

Lecturers.

Medical Jurisprudence, ... JOHN F. HODGES, M.D., F.C.S., F.I.C.
Pathology, ... WILLIAM RUSSELL, M.D.

Demonstrator.

Practical Pharmacy, ... VICTOR G. L. FIELDEN, M.B.

Office Bearers.

Registrar, ... JOHN PURSER, LL.D.
Bursar, ... JOHN WYLIE, esq.
Librarian, ... A. L. MEISSNER, PH.D.

Curator of Natural History Museum.

PROFESSOR CUNNINGHAM, M.D.

Curator of Medical Museum.

PROFESSOR SYMINGTON, M.D.

Deans of Residences.

		Appointed
Church of Ireland, ...	REV. S. EDWARD BUSBY, M.A., LL.D.	1872
Association of Irish Non-Subscribing Presbyterians, . .	REV. T. H. M. SCOTT, M.A.	1891
Wesleyan Methodists, . . .	REV. OLIVER MCCUTCHEON, D.D., LL.D.	1891
Presbyterian Church in Ireland,	REV. MATTHEW LEITCH, D.D., D.LIT.	1892

APPENDIX.

TABLE I.

NUMBER of STUDENTS Matriculated in Session 1893–94:—

*Matriculated in Queen's College, Belfast, .	. . . .	1
Admitted *ad eundem* having Matriculated in the	Royal University, .	80
" " "	University of London, .	1
" " "	Glasgow University, .	1
" " "	Trinity College, Dublin, .	1
		84

TABLE II.

A.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the COLLEGE, in each year since its opening.

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1849–50, . . .	90	105	195	145	33	5	4	8	195
1850–51, . . .	51	42	93	68	15	7	1	2	93
1851–52, . . .	42	40	82	47	25	7	2	1	82
1852–53, . . .	31	23	54	28	16	7	2	1	54
1853–54, . . .	39	23	62	36	14	5	3	4	62
1854–55, . . .	41	38	79	56	13	6	2	2	79
1855–56, . . .	33	29	62	36	17	5	2	2	62
1856–57, . . .	40	28	68	40	18	4	1	5	68
1857–58, . . .	43	28	71	55	8	6	2	–	71
1858–59, . . .	51	37	88	51	24	8	4	1	88
Entered in first 10 years,	461	393	854	562	183	60	23	26	854
1859–60, . . .	66	24	90	64	14	6	4	2	90
1860–61, . . .	96	41	137	85	29	13	3	7	137
1861–62, . . .	114	38	152	101	27	5	6	13	152
1862–63, . . .	115	22	137	92	23	12	5	5	137
1863–64, . . .	109	18	127	86	25	5	3	8	127
1864–65, . . .	108	27	135	97	22	6	3	7	135
1865–66, . . .	88	30	118	83	17	7	5	6	118
1866–67, . . .	95	12	107	61	16	6	10	14	107
1867–68, . . .	90	22	112	63	20	5	1	23	112
1868–69, . . .	79	24	103	60	16	7	6	14	103
Entered in second 10 years,	960	258	1,218	792	209	72	46	99	1,218
1869–70, . . .	83	15	98	54	23	8	4	9	98
1870–71, . . .	84	30	114	57	36	2	8	11	114
1871–72, . . .	78	25	103	50	28	6	5	14	103
1872–73, . . .	99	14	113	60	33	6	9	5	113
1873–74, . . .	98	25	123	63	28	6	13	13	123
1874–75, . . .	102	32	134	78	33	3	5	15	134
1875–76, . . .	91	24	115	69	18	10	7	11	115
1876–77, . . .	119	32	151	93	35	3	8	12	151
1877–78, . . .	118	28	146	78	34	10	9	15	146
1878–79, . . .	123	32	155	94	36	10	7	8	155
Entered in third 10 years,	995	257	1,252	696	304	64	75	113	1,252

*Attended in Session 1891–92 as a non-matriculated Student.

A.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the COLLEGE, in each year since its opening—*continued.*

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1879–80,	128	23	151	90	29	10	10	12	151
1880–81,	135	15	150	91	30	8	4	17	150
1881–82,	171	15	186	110	28	11	17	20	186
1882–83,	107	23	130	75	25	5	8	17	130
1883–84,	117	16	133	82	22	4	9	16	133
1884–85,	110	21	131	92	20	2	7	10	131
1885–86,	104	27	131	79	23	9	10	10	131
1886–87,	87	23	110	79	17	–	10	4	110
1887–88,	94	15	109	76	20	3	6	4	109
1888–89,	106	20	126	89	23	6	–	8	126
Entered in fourth 10 years,	1,159	198	1,357	863	237	58	81	118	1,357
Total in 40 years,	3,575	1,106	4,681	2,913	933	254	225	356	4,681
1889–90,	142	28	170	104	30	6	15	15	170
1890–91,	110	17	127	87	23	5	6	6	127
1891–92,	136	19	155	102	25	7	11	10	155
1892–93,	89	8	97	68	15	6	4	4	97
1893–94,	83	29	112	63	24	10	10	5	112
Total,	4,135	1,207	5,342	3,337	1,050	288	271	396	5,342

B.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS attending the COLLEGE, in each Session from its opening.

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1849–50,	90	105	195	145	33	5	4	8	195
1850–51,	110	75	185	136	33	10	4	2	185
1851–52,	120	69	189	129	40	14	5	1	189
1852–53,	101	53	154	100	33	15	4	2	154
1853–54,	114	54	168	107	36	14	6	5	168
1854–55,	118	65	183	131	34	14	3	1	183
1855–56,	119	74	193	131	33	19	5	5	193
1856–57,	136	58	194	131	35	14	3	11	194
1857–58,	153	54	207	154	31	14	4	4	207
1858–59,	160	63	223	153	45	14	8	3	223
Average of first 10 years,	122·1	67·0	189·1	131·7	35·3	13·3	4·6	4·2	189·1
1859–60,	199	58	257	184	43	16	8	6	257
1860–61,	239	73	312	216	57	22	7	10	312
1861–62,	299	76	375	266	59	17	13	20	375
1862–63,	335	53	388	275	61	24	11	17	388
1863–64,	340	47	387	261	63	26	10	27	387
1864–65,	356	49	405	285	58	22	9	31	405
1865–66,	360	53	413	281	60	19	13	40	413
1866–67,	357	30	387	225	57	19	18	68	387
1867–68,	357	33	390	233	59	16	25	57	390
1868–69,	330	38	368	220	51	15	26	56	368
Average of second 10 years	317·2	51·0	368·2	244·6	56·8	19·6	14·0	33·2	368·2

B.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS attending the COLLEGE, in each Session from its opening—*con.*

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	[1]Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1869–70,	328	25	353	214	57	18	19	45	353
1870–71,	337	43	380	226	76	14	22	42	380
1871–72,	325	33	358	203	80	17	12	46	358
1872–73,	328	23	351	203	79	15	21	33	351
1873–74,	344	31	375	201	87	17	26	44	375
1874–75,	346	47	393	223	85	11	24	50	393
1875–76,	353	40	393	222	70	17	29	55	393
1876–77,	393	44	437	270	86	13	29	39	437
1877–78,	421	42	463	283	89	20	27	44	463
1878–79,	453	47	500	320	89	20	33	38	500
Average of third 10 years,	362·8	37·5	400·3	236·5	79·8	16·2	24·2	43·6	400·3
1879–80,	456	38	494	331	81	22	26	34	494
1880–81,	482	26	508	326	90	22	22	48	508
1881–82,	541	26	567	353	104	25	30	55	567
1882–83,	473	29	502	305	91	20	33	53	502
1883–84,	456	25	481	290	85	17	34	55	481
1884–85,	418	31	449	280	81	10	32	46	449
1885–86,	416	44	460	282	80	17	34	47	460
1886–87,	387	36	423	281	61	9	37	35	423
1887–88,	398	31	429	290	64	13	30	32	429
1888–89,	391	31	422	303	59	11	22	27	422
Average fourth 10 years,	441·8	31·7	473·5	304·1	79·6	16·6	30·0	43·2	473·5
1889–90,	411	50	461	307	74	16	27	37	461
1890–91,	403	47	450	300	68	17	27	38	450
1891–92,	435	46	481	322	67	20	33	39	481
1892–93,	414	28	442	309	58	16	28	31	442
1893–94,	380	49	429	293	60	22	29	25	429

TABLE III.

NUMBER of STUDENTS attending each Faculty in Session 1893–94

Arts,	147
Law,	32
Medicine,	248
Engineering,	6
	433
Deduct Students attending in more than one Faculty,	4
	429

TABLE IV.

NUMBER OF STUDENTS who came from each of the PROVINCES of IRELAND, and from other Places.

Ulster,	373	Portugal,	1
Munster,	6	Spain,	2
Leinster,	13	India,	4
Connaught,	5	Australia,	1
England,	17	America,	3
Scotland,	4		429

Table V.

Ages of Students in Attendance.

Under Seventeen years,	3
From Seventeen to Eighteen,	16
From Eighteen to Nineteen,	27
From Nineteen to Twenty,	59
From Twenty to Twenty-one,	61
Above Twenty-one years,	263
	429

Table VI.

Number of Lectures given by each Professor, and Number of Students attending them, in Session 1893–94.

—	Number of Lectures.	Number of Students.
Greek,	351	69
Latin,	377	83
English Language and Literature,	179	64
History,	71	5
French,	126	31
German,	41	3
Logic,	99	42
Metaphysics,	73	29
Mathematics,	251	49
Natural Philosophy,	370	102
Chemistry,	95	45
Practical Chemistry, Summer, 1893,	53	7
Do., Winter, 1893–94,	51	43
Laboratory Pupils, Summer, 1893,	53	3
Do., Winter, 1893–94,	128	5
Zoology,	56	46
Botany, Summer, 1893,	50	43
Geology and Mineralogy,	41	6
Practical Biology, 2 hours each, Summer, 1893,	28	37
English Law,	72	32
Jurisprudence and Civil Law,	51	35
Political Economy,	24	10
Anatomy,	148	163
Physiology,	105	103
Practical Physiology and Histology, each of 2 hours duration,	41	48
Medicine,	83	60
Surgery,	89	61
Operative Surgery,	26	12
Midwifery,	88	51
Materia Medica,	84	52
Medical Jurisprudence, Summer, 1893,	30	32
Engineering,	206	6
Systematic Pathology,	41	31
Practical Pathology, 2 hours each,	29	30

TABLE VII.

A.—COLLEGE SCHOLARS AND PRIZEMEN.

SESSION 1893–94.

SENIOR SCHOLARS.

GREEK, LATIN, AND ANCIENT HISTORY.

Henry, Robert Mitchell, B.A. | *Pyper, John*, B.A.—A prize.

MODERN LANGUAGES AND MODERN HISTORY.

Hanna, Henry, B.A.

MATHEMATICS.

Rodgers, William, B.A.

LOGIC, METAPHYSICS, AND POLITICAL ECONOMY.

Magill, Robert.

NATURAL HISTORY.

Kenny, Thomas J., B.A.

LAW.

Megaw, Robert Dick, LL.B.—A prize.

JUNIOR SCHOLARS.

FACULTY OF ARTS.

Third Year.

LITERARY DIVISION.

Miskelly, William. | Buchanan, James Little.
Minford, John Young. | Mair, David.

SCIENCE DIVISION.

Locke, George Thomas. | Adams, John.
M'Bride, James Alexander. | Robb, Alfred Arthur.

Second Year.

LITERARY DIVISION.

M'Culla, James. | Megaw, John W. D.
Beare, Thomas James. } equal. | Robb, John Hanna.
Buchanan, Alex. C. } | M'Conachie, John Hamill.

SCIENCE DIVISION.

Miskelly, Samuel S. | Quinn, James.
Purvis, William Johnston. |

First Year.

LITERARY DIVISION.

Leathem, William Harvey. | Scott, James Bruce.
Hilton, Robert | M'Neill, William.
Pyper, W. Henry. | Barkley, William.

SCIENCE DIVISION.

Rice, James. | Todd, Ebenezer Walter.
Dunn, Andrew. | Fullerton, Joseph Alexander.

Faculty of Medicine.

Fourth Year.

Anatomy and Physiology.	*Therapeutics and Pathology.*
Craig, James Andrew.	Luke, Thomas Darcy.
Houston, Thomas, B.A.—A prize.	

Third Year.

MacKeown, William John.	Burns, Alexander.

Second Year.

Stewart, James Hamilton.	Harbinson, Geo. Casement Reid.

First Year.

Thomson, Alfred Mortimer.	Fullerton, William Andrew.

Faculty of Law.

Third Year.

Kerr, James P., LL.D.	*Baxter, James Sinclair,* LL.B.—A prize.
	Robb, Frederick J., LL.B.—A prize.

Second Year.

[None.]

First Year.

M'Cutcheon, Robert Ross.	*Irwin, Alexander.*—A prize.

School of Engineering.

Third Year.

Megaw, David.

Second Year.

Sides, John Francis.

First Year.

Gailey, Thomas Andrew.

Private Endowments.

Dunville Studentships.

Houston, William Anderson, B.A., elected 1892.
Robertson, Walter Bold, M.A., elected 1893.

Andrews Studentship.

Robb, Alfred Arthur, elected 1893.

Porter Scholarships.

Pyper, John, B.A., elected 1892.	Miskelly, William, elected 1893 (for one year).
Locke, Geo. Thos. elected 1893.	

Sullivan Scholarships.

M'Bride, J. A., elected 1891.	Dunn, Andrew, elected 1893.
Robb, John Hanna, elected 1892.	

Emily, Lady Pakenham Scholarship.

Brown, John Walter, elected 1892.

Sir Hercules Pakenham Scholarship.

Black, John Alexander, elected 1893.

Blayney Exhibition.

Henry, Robert Mitchell, B.A., elected 1893.

Class Prizemen.

Greek.

Honour.

Minford, J. Y. | Miskelly, William.

Second Year.

M'Culla, James.
Buchanan, A. C. | Beare, T. J.

First Year.

Leathem, W. H. } equal.
Pyper, W. H. } equal. | Hilton, Robert.
M'Neill, William.

Latin.

Honour.

Miskelly, William.

Second Year.

M'Culla, James.
Beare, T. J. | Buchanan, A. C.

First Year.

Leathem, W. H.
Hilton, Robert.
Todd, E. W. | Fullerton, J. A. } equal.
Scott, J. B. } equal.

History.

M'Mullan, J. J.
[Horner, Jane].

English Language and Literature.

Second Year.

M'Culla, James.
Wright, S. F. } equal.
Buchanan, A. C. } equal. | Purvis, W. J.

First Year.

Connolly, A. W.
Scott, J. B. | Fullerton, J. A.
Rice James.

French.

Second Year.

M'Cullough, A. A. | Beare, T. J.
Montgomery, J. S. } equal.

First Year.

Fullerton, J. A. | Barkley, William.

German.

Wright, S. F. | Fawcett, W. J

MATHEMATICS.

Honour.

Locke, G. T.

Second Year.

Miskelly, S. S. | Purvis, W. J.

First Year.

Rice, James. | Fullerton, J. A.
Gailey, T. A. |

MATHEMATICAL PHYSICS.

Honour.

Locke, G. T.

Second Year.

Miskelly, S. S.

EXPERIMENTAL PHYSICS.

Honour.

Locke, G. T.

First Year.

Fullerton, J. A. | Rice, James.
Gailey, T. A. |

MEDICAL.

Megaw, J. W. D. | Rice, W. A.
M'Master, Herbert. | Beatty, W. R.

LOGIC.

Honour.

Clements, G. T. C. } equal.
Palmer, Daniel. }

LOGIC.

Purvis, W. J. | Quinn, James.
Beare, T. J. | M'Culla, James

METAPHYSICS.

Clements, G. T. C. | Buchanan, J. L.
Palmer, Daniel. |

CHEMISTRY.

Senior.

M'Bride, J. A. | Brown, J. W.

Junior.

Brown, David. | Sides, J. F.

PRACTICAL CHEMISTRY CLASS.

Junior.

Stewart, R. W. G. | Jones, W. E. J.
M'Sherry, Maurice. | M'Dade, C. E., B.A.
M'Cutcheon, O. E., B.A. |

PRACTICAL CHEMISTRY—LABORATORY.

Garrett, Henry.

POLITICAL ECONOMY.

[Horner, Jane.]

GEOLOGY.

Adams, John.

ENGINEERING.

Third Year.
Megaw, David.

Second Year.
Sides, J. F.

First Year.
Gailey, T. A.

ZOOLOGY.

Senior.
Hanna, Henry.

Junior.

Rice, W. A.
Brown, David.
Graham, R. A. L.

Grills, G. H.
M'Master, Herbert. } equal.

SYSTEMATIC ANATOMY.

Third and Fourth Year.
MacKeown, W. J., B.A.

Second Year.

Morrow, Ringland.

M'Cutcheon, O. E., B.A.

First Year.
Hicks, G. A.

PRACTICAL ANATOMY.

Third and Fourth Year.

Beggs, S. T.
Park, James.

MacKeown, W. J., B.A.
Fleck, David. } equal.

Second Year.

Simpson, William.
Morrow, Ringland.

Shannon, W. J.
M'Dade, C. E., B.A.

First Year.
Harbinson, G. C. R.
Hicks, G. A. } equal.

PHYSIOLOGY AND HISTOLOGY.

Senior.

Osborne, W. A.
Cunningham, R. A.
Beggs, S. T.

Johnstone, R. J., B.A.
Burns, Alexander.

Junior.
Hanna, Henry.

PRACTICAL PHYSIOLOGY AND HISTOLOGY.

Cunningham, R. A. | Burns, Alexander.
Beggs, S. T. | Osborne, W. A.

MEDICINE.

Heron, F. T.

SURGERY.

Second Year.

Houston, Thomas, B.A. | Luke, T. D.

First Year.

MacKeown, W. J., B.A. | Watson, Robert.
Hunter, William. |

MATERIA MEDICA.

Beggs, S. T. | Simpson, William.

MIDWIFERY.

Houston, Thomas, B.A. | M'Henry, J. W. } equal.
Luke, T. D. | Trimble, Andrew. }
Huston, James. |

CIVIL LAW.

Hanna, Henry, B.A. } equal | M'Cracken, W. J., B.A.
Harden, C. S., Non.-Mat. } |

EQUITY AND BANKRUPTCY.

Hanna, Henry, B.A. | M'Cracken, W. J., B.A.

JURISPRUDENCE.

Arts Students.

Megaw A S

Law Students.

Irwin, Alexander. | M'Cutcheon, R. R.

LAW OF PROPERTY.

Irwin, Alexander. | M'Cutcheon, R. R.

SUMMER PRIZEMEN, 1893.

BOTANY.

Senior.

Stewart, J. H.

Junior.

Garrett, Henry, | Henry, G. H.
Hicks, G. A. |

PRACTICAL CHEMISTRY.
Kennedy, Thomas.

MEDICAL JURISPRUDENCE.
Forbes, W. J. | Houston, James.

SYSTEMATIC PATHOLOGY.
Forbes, W. J. | Thompson, W. D. T.

PRACTICAL PATHOLOGY.
Watson, Robert.
Forbes, W. J. | Thompson, W. D. T.

B.—DEGREES, DIPLOMAS, HONOURS, &c. obtained by STUDENTS of the COLLEGE at the EXAMINATIONS of the ROYAL UNIVERSITY OF IRELAND, IN 1893.

Autumn, 1893.

FACULTY OF ARTS.

M.A. DEGREE EXAMINATION.

HONOURS IN ANCIENT CLASSICS.

First Class.
M'Elderry, Robert K.

HONOURS IN MENTAL AND MORAL SCIENCE.
Second Class.
Wilson, William A.

HONOURS IN HISTORY AND POLITICAL SCIENCE.

First Class.
Cochrane, John.

HONOURS IN MATHEMATICAL SCIENCE.
*Heron, Richard C.

HONOURS IN BIOLOGY AND PHYSIOLOGY.

Second Class.
Hanna, William.

* Special Prize of £40.

Summer, 1893.

B.A. Degree Examination.

Honours in Civil and Constitutional History, Political Economy, and General Jurisprudence.

Second Class.

Lepper, George C.

Honours in Chemistry and Physiology.

First Class.

MacKeown, William J.

Pass.

Archer, William J.	Gunning, John H. B.
Buchanan, Emma L.	Shannon, William F.
Cargin, James A.	Thompson, Hugh W. B.
Despard, William A. W.	Thompson, John.
Ferguson, John A.	Walshe, George G. J.
Gordon, Samuel.	Wilson, John G. H.

Autumn, 1893.

B.A. Degree Examination.

Exhibitions.

First Class—£42 each.

Chapman, Agnes S.	Henry, Robert M.
Gillespie, John R.	Rodgers, William.
Hanna, Henry.	

Second Class—£21.

Johnstone, Robert J.	Sayers, Willielma J.
Martin, Thomas.	

Honours in Ancient Classics.

First Class.

Henry, Robert M.

Second Class.

Sayers, Willielma J.	Crawford, William M.

Honours in Modern Literature.

First Class.

Chapman, Agnes S.

Honours in Logic, Metaphysics, Ethics, and History of Philosophy.

Second Class.

Martin, Thomas.

HONOURS IN CIVIL AND CONSTITUTIONAL HISTORY, POLITICAL ECONOMY, AND GENERAL JURISPRUDENCE.

First Class.

Hanna, Henry.

Second Class.

Clements, Mary E.
Woodburn, James B.
Keers, William.

HONOURS IN MATHEMATICAL SCIENCE.

First Class.

Rodgers, William.

HONOURS IN EXPERIMENTAL PHYSICS AND CHEMISTRY.

First Class.

Gillespie, John R.

HONOURS IN BIOLOGY AND PHYSIOLOGY.

Second Class.

Johnstone, Robert J.

Pass.

Andrews, William G.
Brown, George W.
Dwyer, John C.
Gilmour, Robert H.
Kernohan, Joseph W.
Mack, Hugh K.
M'Kee, James W.
Pyper, John.
Tweed, David.

Summer, 1893.

SECOND UNIVERSITY EXAMINATION IN ARTS.

EXHIBITIONS AND HONOURS

EXHIBITIONS.

First Class—£36 each.

Locke, George T.
Boas, Walter P.
Miskelly, William.

Second Class—£18 each.

Buchanan, James L.
Minford, John Y.

HONOURS IN LATIN.

First Class.

Miskelly, William.

Second Class.

Buchanan, James L.
Minford, John Y.

HONOURS IN GREEK.

First Class.

Miskelly, William.

Second Class.

Buchanan, James L. | Minford, John Y.

HONOURS IN GERMAN.

Second Class.

Boas, Walter P.

HONOURS IN ENGLISH.

Second Class.

Harvey, Francis W. | Buchanan, James L.
Kerr, Samuel P.

HONOURS IN MATHEMATICS.

First Class.

Locke, George T | Harvey, Francis W.
Boas, Walter P | Adams, John.

HONOURS IN MATHEMATICAL PHYSICS.

First Class.

Locke, George T.

Second Class.

Harvey, Francis W. | Boas, Walter P.
Robb, Alfred A.

HONOURS IN EXPERIMENTAL PHYSICS.

Second Class.

Locke, George T. | Robb, Alfred A.
Boas, Walter P.

HONOURS IN CHEMISTRY.

First Class.

Robb, Alfred A,

Second Class

Locke, George T.

Pass.

Adams, John.
Barkley, David G.
Bell, Hugh.
Boas, Walter P.
Buchanan, James L.
Chambers, Fergus J.
Christy, John H.
Fawcett, William J.
Graham, David.
Haire, James.
Hanna, Henry.
Harvey, Francis W.
Hunter, John F.
Johnston, Samuel K.
Jones, Thomas E.
Kane, George.
Kerr, Samuel P.
Locke, George T.
M'Bride, James A.
M'Mullan, John J.
Mair, David.
Martin, Henry C.
Martin, William E.
Minford, John Y.
Miskelly, William.
Park, Robert S.
Robb, Alfred A.
Sloan, William H.
Wilbond, Arthur G.
Wilson, Norman.

Summer, 1893.

First University Examination in Arts.

Exhibitions and Honours.

Exhibitions.

First Class, £30 each.

Miskelly, Samuel S.

Second Class, £15 each.

Purvis, William J.
Buchanan, Alexander C.
Megaw, John W. D.
Atkinson, George G.
Brown, John W.

Honours in Latin.

Second Class.

Buchanan, Alexander C.
Moore, Arthur J. C.
Miskelly, Samuel S.

Honours in Greek.

Second Class.

Buchanan, Alexander C.
Atkinson, George G.
Moore, Arthur J. C.

Honours in French.

Second Class.

Brown, John W.

HONOURS IN GERMAN.

First Class.

Wright, Stanley F.	Everett, Edith M.

HONOURS IN ENGLISH.

Second Class.

Purvis, William J.	Wright, Stanley F.
Atkinson, George G.	Megaw, John W. D.
Buchanan, Alexander C.	Miskelly, Samuel S.
Brown, John W.	Everett, Edith M.

HONOURS IN MATHEMATICS.

First Class.

Miskelly, Samuel S.

Second Class.

Purvis, William J.

HONOURS IN EXPERIMENTAL PHYSICS.

First Class.

Miskelly, Samuel S.

Second Class.

Megaw, John W. D.	Purvis, William J.

The following Candidates were also declared qualified to compete for Honours, but some of them did not present themselves for the Oral Examination.

LATIN.

Atkinson, George G.	Beare, Thomas J.

FRENCH.

M'Cullough, Alfred A.	Reid, George R.

ENGLISH.

M'Cullough, Alfred A.

EXPERIMENTAL PHYSICS.

Brown, John W.

Pass.

Atkinson, George G.
Beare, Thomas James.
Brown, John W.
Buchanan, Alexander C.
Curry, William.
Everett, Edith M.
Hogg, James A.
Hopkins, Samuel.
Jefferson, Charles G.
M'Conaghie, John H.
M'Cullough, Alfred A.
M'Master, Arthur B.
Megaw, John W. D.
Miskelly, Samuel S.
Montgomery, James S.
Moore, Arthur J. C.
Purvis, William J.
Quinn, James.
Reid, George R.
Rice, William A.
Robb, John H.
Ross, Charles J.
Simpson, Robert T.
Thompson, Alfred M.
Wallace, John S.
Wilson, Robert H.
Workman, Samuel.
Wright, Stanley F.

Autumn, 1893.

FIRST UNIVERSITY EXAMINATION.

Pass.

Bradford, Charles C.
Johnston, James.
Lewis Wilfred J.
Little, James.
Morrison, Joseph.
Rea, George W. D.
Watson, William.

FACULTY OF LAW.

Summer, 1893.

LL.B. DEGREE EXAMINATION.

EXHIBITIONS.

Second Class—£21 each.

Archer, James H.

HONOURS.

Second Class.

Archer, James H.
Robb, Frederick J., M.A.

Pass.

Houston, Thomas C.
Walker, James

FACULTY OF MEDICINE.

Spring, 1893.

MEDICAL DEGREES EXAMINATION (M.B., B.CH., B.A.O.)

EXHIBITIONS.

Second Class, £25.

Woods, William J.

HONOURS.

First Class.

Woods, William J.

Second Class.

Leathem, Robert L., B.A.

Upper Pass Division.

Colville, James, B.A.
Jamison, Alexander, M.A.
Parkhill, Robert A.

Pass Division.

Beatty, Robert M., B.A.
Chancellor, William, B.A.
Dick, John S.
Fisher, Hugh.
Fulton, Adam, B.A.
Johnson, John B.
Lee, William.
Lyle, William.
M'Dade, William J.
M'Mullen, John.
Monypeny, William.
Peel, Albert A.
Rowan, John C.
Stevenson, James.
Stewart, Augustus A.

Autumn, 1893.

MEDICAL DEGREES EXAMINATION.

M.D. DEGREE.

Fullerton, Andrew.

M.B., B.CH., B.A.O.

Upper Pass Division.

Donnan, William D.
Kirk, Thomas S., M.A.

Pass.

Aicken, Michael H.
Atkinson, Thomas W., B.A.
Bell, Eliza G.
Corbitt, Joseph A.
Forbes, William J.
Griffith, Patrick G.
M'Grath, Joseph.
MacKeown, Robert J.
Mathewson, John.
Moody, William, B.A.
Patrick, John.
Ryan, Michael J.
Thompson, John H.

Spring, 1893.

THIRD EXAMINATION IN MEDICINE.

Pass.

Allan, Robert H.
Cunningham, James.
Herron, Walter.
Hunter, William.
Luke, Thomas D.
M'Burney, John H.
Munce, James.
O'Shea, James J.
Rice, John D.
Thompson, John R., B.A
Whitaker, Joseph H.

Autumn, 1893.

THIRD EXAMINATION IN MEDICINE.

EXHIBITIONS.

First Class—£30.

Craig, James A.

HONOURS.

First Class.

Craig, James A.

Upper Pass Division.

Houston, Thomas, B.A.

Pass.

Boyd, Joseph D.
Huston, James, B.A.
Irvine, Gilbert M., B.A.
Johnston, Thomas J. W. A.
M'Henry, James W.
Montgomery, Sydney H. R
Powell, Lilian A.
Watson, Robert.

Spring, 1893.

SECOND EXAMINATION IN MEDICINE.

EXHIBITIONS.

First Class, £25.

MacKeown, William J.

Second Class, £15.

Beggs, Samuel T.

HONOURS.

First Class.

MacKeown, William J.

Second Class.

Beggs, Samuel T.

Upper Pass Division.

Cunningham, R. A.
M'Henry, James W.
Matson, Joseph.
Turkington, Humphry.

Pass.

Burns, Alexander.
Byers, Isaac M.
Clarke, Robert M.
Cowan, James.
Elliott, George.
Floyd, Samuel F.
Greenfield, Thomas K.
Heron, Francis T.
Huston, Robert F.
Kenny, Thomas J.
Liddle, Edward J.
M'Cully, Andrew L.
M'Murtry, William D.
Maguire, George J.
Nevin, Robert.
Orr, Henry S.
Ritchie, Hugh J.
Smyth, Walter S.
Sommerville, David, B.A.
Spiller, William M. H.
Wilbond, Robert.

Autumn, 1893.

SECOND EXAMINATION IN MEDICINE.

Upper Pass Division.

M'Murtry, John J. A. G. | Moore, William W., B.A.

Pass.

Browne, Harry F. | Liddle, George M. B.
Currell, Hugh. | Moore, Alfred S.
Davis, John H. | Osborne, William A.
Fleck, David. | Park, James.
Gorman, Edward S. | Shawe, Frederick E.
Kennedy, John. | Stuart, Robert C.

Summer, 1893.

FIRST EXAMINATION IN MEDICINE.

EXHIBITIONS.

Second Class, £10.

Scott, John.

HONOURS IN BOTANY.

First Class.

Scott, John.

Second Class.

Douglass, George.

HONOURS IN CHEMISTRY.

Second Class.

Gillespie, John R.

HONOURS IN EXPERIMENTAL PHYSICS.

First Class.

Gillespie, John R.

Second Class.

Scott, John.

Pass.

Armstrong, William L. | M'Sherry, Maurice.
Douglass, George. | Monypeny, Hiram J.
Gillespie, John R. | Porter, William.
Henry, George H., B.A. | Ritchie, James.
Hicks, George A. | Ross, Thomas S.
Hogg, George A. | Scott, John.
Irvine, Francis S. | Shaw, Robert A.
Johnston, Andrew. | Stewart, James H.
Kennedy, Thomas. | Waddell, Sydney.
M'Cutcheon, Oliver E., B.A. | Whyte, James E.
M'Dade, Charles E., B.A. |

Autumn, 1893.

FIRST EXAMINATION IN MEDICINE.

EXHIBITIONS.

First Class, £20.

Hanna, Henry.

HONOURS IN BOTANY.

Second Class.

Hanna, Henry.

HONOURS IN ZOOLOGY.

First Class.

Hanna, Henry.

Pass.

Boyd, William.
Craig, Henry L.
Finnegan, David.
Grahame, Alexander.
Hanna, Henry.
Hill, Samuel.
Jones, William E. J.
Moran, Patrick J.
Park, Robert S.
Stewart, Robert W. G.

Summer, 1893.

SCHOOL OF ENGINEERING.

FIRST PROFESSIONAL EXAMINATION IN ENGINEERING.

EXHIBITIONS.

Second Class, £15.

Sides, John F.

HONOURS.

First Class.

Sides, John F.

Pass.

Mallagh, Joseph.

SECOND PROFESSIONAL EXAMINATION IN ENGINEERING.

Pass.

Boyd, Andrew.
Megaw, David.

B.E. DEGREE EXAMINATION.

Pass.

Beatty, Joseph N.
Stewart, Pakenham T.

TABLE VIII.—STUDENTS OF THE COLLEGE WHO HAVE GAINED STUDENTSHIPS, SCHOLARSHIPS, EXHIBITIONS, OR PRIZES IN THE ROYAL UNIVERSITY OF IRELAND, SINCE ITS ESTABLISHMENT.

The names of those who were disqualified by University standing, or age, are printed in *Italics*.

UNIVERSITY STUDENTSHIPS.

Tate, James, in Mathematics, 1883, £100 for five years.
M'Quitty, W. B., in Experimental Science, 1884, £100 for five years.
FitzHenry, W. A., in Mental and Moral Science, 1885, £100 for five years.
Boyd, Andrew, in Civil and Constitutional History, Jurisprudence, and Political Philosophy, 1886, £100 for five years.
Orr, W. McFadden, in Mathematics, 1887, £100 for five years.
Rowan, W. H., in Classics, 1889, £100 for three years.
Woodburn, George, in Mental and Moral Science, 1889, £100 for three years.
Montgomery, Robert, in Classics, 1891, £100 for three years.
Haslett, Thomas, in Mental and Moral Science, 1891, £100 for three years.
Morton, W. B., in Mathematical Science, 1892, £100 for three years.
Moore, Benjamin, in Experimental Science, 1892, £100 for three years.
M'Elderry, Robert K., in Classics, 1893, £100 for three years.
Cochrane, John, in History and Political Science, 1893, £100 for three years.

UNIVERSITY SCHOLARSHIPS.

Orr, W. M'F., in Mathematics, 1883, £50 for three years.
Johnson, W. S., in Classics, 1884, £50 for three years.
Alexander, J. J., in Mathematics, 1884, £50 for three years.
Everett, Alice, in Mathematics, 1885, £50 for three years.
Porter, W. H., in Classics, 1886, £50 for three years.
Haslett, W. W., in Classics, 1886, £50 for three years.
Williamson, W. H., in Mathematics, 1886, £50 for three years.
Major, H. W., in Mathematics, 1886, £50 for three years.

DR. HENRY HUTCHINSON STEWART SCHOLARSHIP.

Wilson, Mary, in Arts, 1886.
Baxter, J. S., in Arts, 1890.
Woods, W. J., in Medicine, 1890.
Chapman, Agnes H., in Arts, 1892.

AT M.A. EXAMINATION.

Louden, James, a Gold Medal, 1884.
Boyd, Andrew, a Special Prize, 1885, £20.
FitzHenry, W. A., a Gold Medal, 1885.
M'Quitty, W. B., a Special Prize, 1885, £20.
Hunter, James, a Special Prize, 1886, £50.
Orr, W. McF., a Gold Medal, 1887.
Campbell, J. E., a Special Prize, 1887, £50.
Woodburn, George, a Gold Medal, 1889.
Witherow, J. M., a Special Prize, 1891, £50.
Haslett, W. W., Special Prize, 1892, £50.
Heron, Richard C., Special Prize, 1893, £40.

AT B.A. EXAMINATION.

Harrison, Thomas, First Class Exhibition, 1882, —
Johnston, John, " " " £50.
Jones, R. M., " " " £50.
M'Vicker, J. W., " " " £50.
Campbell, J. E., " " 1883. £50.
Darbishire, H. D., " " " £50.
Hunter, James, " " " £50.

AT B.A. EXAMINATION—*con.*

Louden, James,	First Class Exhibition,	1883,	£50.
Campbell, John,	Second Class „	„	£25.
Chambers, Joseph,	„ „	„	—
Boyd, Andrew,	First Class „	1884,	£50.
Boyd, R. W.,	„ „	„	—
FitzHenry, W. A.,	„ „	„	£50.
M'Quitty, W. B.,	„ „	„	£50.
Glass, Thomas,	Second Class „	„	—
Henderson, Robert,	„ „	„	£25.
Killen, W. M.,	„ „	„	£25.
M'Anlis, Thomas,	„ „	„	£25.
Russell, W. A.,	„ „	„	£25.
Cummins, David,	First Class „	1885,	—
Orr, W. M'F.,	„ „	„	£50.
Orr, W. M'F.,	Special Prize,	„	£50.
Rea, J. C.,	First Class Exhibition,	„	—
Russell, William,	„ „	„	£50.
Stewart, Thomas,	„ „	„	£50.
Vance, John,	„ „	„	£50.
Cromie, E. S.,	Second Class „	„	£25.
Dill, A. H.,	„ „	„	—
Donald, R. J. F.,	„ „	„	—
Fitzsimons, J. H.,	„ „	„	£25.
M'Neill, Robert,	„ „	„	£25.
Priestley, James,	„ „	„	£25.
Alexander, J. J.,	First Class „	1886,	£50.
Dunn, William,	„ „	„	£50.
Johnson, W. S.,	„ „	„	£50.
Wheeler, G. H.,	„ „	„	£50.
Jamison, Daniel,	Second Class „	„	£25.
Montgomery, Robert,	„ „	„	—
Rowan, W. H.,	First Class „	1887,	£50.
Brown, R. K.,	Second Class „	„	—
Browne, J. A.,	„ „	„	£25.
Campbell, Robert,	„ „	„	£25.
Henderson, William,	„ „	„	£25.
Keightley, F. R.,	„ „	„	—
McConnell, James,	„ „	„	—
Salters, James,	„ „	„	—
Wilson, Mary,	„ „	„	£25.
Allison, W. M. B.,	First Class „	1888,	£50.
Haslett, W. W.,	„ „	„	£50.
Stewart, J. A.,	„ „	„	£50.
Woodburn, George,	„ „	„	£50.
Adams, J. J.,	Second Class „	„	£25.
Jackson, Maud S.,	„ „	„	—
Montgomery, Robert,	„ „	„	£25.
Semple, John,	„ „	„	—
Williamson, W. H.,	„ „	„	£25.
Archer, J. H.,	First Class „	1889,	£42.
Entrican, Sara,	„ „	„	—
Hazlett, Thomas,	„ „	„	£42.
Kirk, T. S.,	„ „	„	£42.
Morton, W. B.,	„ „	„	£42.
Witherow, J. M.,	„ „	„	£42.
Wood, Jackson,	„ „	„	—
Cotter, W. E. P.,	Second Class „	„	£21.
Leathem, R. R. L.,	„ „	„	£21.
Hanna, William,	First Class „	1890,	£42.
Heron, R. C.,	„ „	„	£42.

AT B.A. EXAMINATION—*con.*

Cochrane, John,	Second Class Exhibition,	1890,	£21.
Lee, James,	,, ,,	,,	£21.
M'Kee, R. B.,	,, ,,	,,	—
Moore, Benjamin,	,, ,,	,,	£21.
Walker, James,	,, ,,	,,	£21.
Wylie, John,	,, ,,	,,	—
Leathem, John G.,	First Class ,,	1891,	£42.
M'Elderry, R. K.,	,, ,,	,,	£42.
Baxter, J. S.,	Second Class ,,	,,	£21.
Bradshaw, J. M.,	,, ,,	,,	£21.
Heron, James, B. A.B.,	,,	,,	—
Ashmore, R. H.,	First Class ,,	1892,	£42.
Donnan, F. G.,	,, ,,	,,	£42.
Houston, W. A.,	,, ,,	,,	£42.
Gillespie, J. T.,	Second Class ,,	,,	£21.
Morell, D. E.,	,, ,,	,,	£21.
O'Neill, F. W. S.,	,, ,,	,,	£21.
Chapman, Agnes S.,	First Class ,,	1893,	£42.
Gillespie, John R.,	,, ,,	,,	£42.
Hanna, Henry,	,, ,,	,,	£42.
Henry, Robert M.,	,, ,,	,,	£42.
Rodgers, William,	,, ,,	,,	£42.
Johnstone, Robt. J.,	Second Class ,,	,,	£21.
Martin, Thomas,	,, ,,	,,	£21.
Sayers, Willielma J.,	,, ,,	,,	£21.

AT SECOND ARTS EXAMINATION.

Russell, W. A.,	First Class Exhibition,	1882,	£40.
Darbishire, H. D.,	Second Class ,,	,,	£20.
Hunter, James,	,, ,,	,,	£20.
Campbell, J. E.,	,, ,,	,,	£20.
Lennox, M. E. M.,	First Class ,,	1883,	£40.
Donald, R. J. F.,	Second Class ,,	,,	£20.
Rea, J. C.,	,, ,,	,,	—
Orr, W. M'F.,	First Class ,,	1884,	£40.
M'Neill, Robert,	,, ,,	,,	£40.
Cromie, E. S.,	Second Class ,,	,,	£20.
Anderson, Alice M.,	,, ,,	,,	£20.
Haslett, Annie W.,	,, ,,	,,	£20.
Priestley, James,	,, ,,	,,	£20.
Johnson, W. S.,	First Class ,,	1885,	£40.
Wheeler, G. H.,	Second Class ,,	,,	£20.
Brown, G. W.,	,, ,,	,,	£20.
Macdonnell, A. J. P.,	,, ,,	,,	£20.
Irwin, William,	,, ,,	,,	£20.
Dick, J. S.,	,, ,,	,,	£20.
Rowan, W. H.,	First Class ,,	1886,	£40.
Luke, E. H.,	,, ,,	,,	£40.
Montgomery, Robert,	,, ,,	,,	£40.
Steen, D. M.	,, ,,	,,	£40.
Semple, John,	Second Class ,,	,,	—
Campbell, Robert,	,, ,,	,,	£20.
Everett, Alice,	,, ,,	,,	£20.
Pedlow, T. B.,	,, ,,	,,	£20.
Wylie, John,	,, ,,	,,	£20.
Jamison, Alexander,	,, ,,	,,	£20.
Haslett, W. W.,	First Class ,,	1887,	£40.
Stewart, J. A.,	,, ,,	,,	£40.

AT SECOND ARTS EXAMINATION—*con.*

Cotter, W. E. P.,	Second Class Exhibition,	1887,	£20.
Williamson, W. H.,	,, ,,	,,	£20
Hamill, James,	,, ,,	,,	£20.
Morton, W. B.,	First Class ,,	1888,	£40.
Archer, J. H.,	,, ,,	,,	£40.
Lee, James,	,, ,,	,,	£40.
Megaw, R. D.,	Second Class ,,	,,	£20.
Dickie, A. A.,	,, ,,	,,	£20.
Entrican, Sara,	,, ,,	,,	—
Bradshaw, J. M.,	First Class ,,	1889,	£36.
Moore, Benjamin,	Second Class ,,	,,	£18.
Walker, James,	,, ,,	,,	£18.
M'Cracken, W. J.,	,, ,,	,,	£18.
Heron, R. C.,	,, ,,	,,	£18
Donald, A. L.,	,, ,,	,,	£18.
Houston, Thomas,	,, ,,	,,	£18.
Leathem, J. G.,	First Class ,,	1890,	£36.
Gillespie, J. T.,	,, ,,	,,	£36.
M'Elderry, W. K.,	,, ,,	,,	£36.
Baxter, J. S.,	,, ,,	,,	£36.
Toye, Thomas,	Second Class ,,	,,	£18.
Gillespie, Samuel,	,, ,,	,,	£18.
Megaw, David,	,, ,,	,,	£18
Fullerton, W. A.,	,, ,,	,,	£18
Wilson, W. A.,	,, ,,	,,	£18.
Donnan, F. G.,	First Class ,,	1891,	£36.
Ashmore, R. H.,	,, ,,	,,	£36.
Houston, W. A.,	,, ,,	,,	£36.
M'Kitrick, Alex.,	Second Class ,,	,,	£18.
Porter, John A.,	,, ,,	,,	£18.
Rowan, M. L.,	,, ,,	,,	£18.
Gillespie, J. R.,	First Class Exhibition,	1892,	£36.
Rodgers, William,	,, ,,	,,	£36.
Crawford, W. M.,	,, ,,	,,	£36.
M'Cutcheon, R. R.,	Second Class ,,	,,	£18.
Reid, D. D.,	,, ,,	,,	£18.
Pyper, John,	,, ,,	,,	£18.
Henry, R. M.,	,, ,,	,,	£18.
Locke, George T.,	First Class ,,	1893,	£36.
Boas, Walter P.,	,, ,,	,,	£36.
Miskelly, William,	,, ,,	,,	£36.
Buchanan, James L.,	Second Class ,,	,,	£18.
Minford, John Y.,	,, ,,	,,	£18.

AT FIRST UNIVERSITY EXAMINATION.

Gorman, W. T.,	Second Class Exhibition,	1882,	£15.
Keane, A. T.,	,, ,,	,,	£15.
M'Neill, Robert,	First Class ,,	1883,	£30.
Orr, W. M'F.,	,, ,,	,,	£30.
Cromie, E. S.,	Second Class ,,	,,	£15.
Anderson, Alice M.,	,, ,,	,,	£15.
Brown, G. W.,	First Class ,,	1884,	£30.
Wheeler, G. H.,	Second Class ,,	,,	£15.
Morton, Hamilton,	,, ,,	,,	£15.
Alexander, J. J.,	,, ,,	,,	£15.
Irwin, William,	,, ,,	,,	£15.
Dick, J. S.,	,, ,,	,,	£15.
Semple, John,	First Class Exhibition,	1885,	—
Everett, Alice,	,, ,,	,,	£30.
Montgomery, Robert,	,, ,,	,,	£30.
Rowan, W. H.,	,, ,,	,,	£30.

AT FIRST UNIVERSITY EXAMINATION—*con.*

Luke, E. H.,	First Class Exhibition,	1885,	£30.
Campbell, Robert,	Second Class ,,	,,	£15.
Pedlow, T. B.,	,, ,,	,,	£15.
Hamill, James,	,, ,,	,,	£15.
Jamison, Alexander,	,, ,,	,,	£15.
Haslett, W. W.,	First Class ,,	1886,	£30.
Williamson, W. H.,	,, ,,	,,	£30.
Cotter, W. E. P.,	Second Class ,,	,,	£15
Allison, W. M. B.,	,, ,,	,,	£15.
Stewart, J. A.,	,, ,,	,,	£15.
Morton, W. B.,	First Class ,,	1887,	£30.
Archer, J. H.,	,, ,,	,,	£30.
Lee, James,	,, ,,	,,	£30.
Dickie, A. A.,	Second Class ,,	,,	£15.
Megaw, R. D.,	,, ,,	,,	£15.
Donald, A. L.,	,, ,,	,,	£15.
Heron, R. C.,	First Class ,,	1888,	£30.
Bradshaw, J. M.,	,, ,,	,,	£30.
Woods, W. J.,	Second Class ,,	,,	£15.
Cochrane, John,	,, ,,	,,	£15.
M'Cracken, W. J.,	,, ,,	,,	£15.
Leathem, J. G.,	First Class ,,	1889,	£30.
Gillespie, J. T.,	,, ,,	,,	£30.
M'Elderry, R. K.,	,, ,,	,,	£30.
Fullerton, W. A.,	,, ,,	,,	£30.
Baxter, J. S.,	,, ,,	,,	£30.
Megaw, David,	Second Class ,,	,,	£15.
Marjoribanks, N. E.,	,, ,,	,,	£15.
Gillespie, Samuel,	,, ,,	,,	£15.
Donnan, F. G.,	First Class ,,	1890,	£30.
Houston, W. A.,	,, ,,	,,	£30.
Ashmore, R. H.,	,, ,,	,,	£30.
M'Kitrick, Alexander,	,, ,,	,,	£30.
Porter, J. A.,	Second Class ,,	,,	£18.
M'Cutcheon, O. E.,	,, ,,	,,	£18.
M'Mullan, Frederick,	,, ,,	,,	£18.
Bingham, R. W.,	,, ,,	,,	£18.
Mercier, D. P.,	,, ,,	,,	£18.
Rowan, M. L.,	,, ,,	,,	£18.
Gillespie, J. R.,	First Class ,,	1891,	£30.
Pyper, John,	,, ,,	,,	£30
Woodburn, J. B.,	,, ,,	,,	£30.
M'Cutcheon, R. R.,	Second Class ,,	,,	£15
Johnstone, R. J.,	,, ,,	,,	£15.
Clements, Mary E.,	,, ,,	,,	£15
Boas, W. P.,	First Class ,,	1892,	£30.
Locke, G. T.,	,, ,,	,,	£30.
Harvey, F. W.,	,, ,,	,,	£30.
Adams, John,	,, ,,	,,	£30.
M'Culla, James,	,, ,,	,,	£30.
Miskelly, William,	,, ,,	,,	£30.
Buchanan, J. L.,	Second Class ,,	,,	£15.
Minford, J. G.,	,, ,,	,,	£15.
Clements, W. T.,	,, ,,	,,	£15.
Miskelly, Samuel S.,	First Class ,,	1893,	£30.
Purvis, William J.,	Second Class ,,	,,	£15.
Buchanan, Alexander C.,	,, ,,	,,	£15.
Megaw, John W. D.,	,, ,,	,,	£15.
Atkinson, George C.,	,, ,,	,,	£15.
Brown, John W.,	,, ,,	,,	£15.

AT LL.B. EXAMINATION.

Strahan, J. A.,	A Prize,	1882, £50.
Corr, W. R.,	,,	,, £25.
Watts, W. N.,	,,	1883, £25.
Hamilton, A. B.,	,,	1884, £50.
Nelson, T. E.,	,,	,, £25.
Harrison, Thomas,	,,	1885, £50.
Forbes, John,	,,	,, £25.
Turnbull, M. H.,	,,	1886, £25.
Gibson, T. H.,	,,	1889, £21.
Johnston, Wm. J. A.,	,,	1891, £21.
Megaw, R. D.,	First Class Prize,	1892, £42.
M'Cormick, J. W.,	Second Class Prize,	1892, £21.
Archer, James H.,	Second Class Exhibition,	1893, £21.

FIRST EXAMINATION IN LAW.

Megaw, R. D., M.A., a Prize, 1891, £20.

AT MEDICAL DEGREES EXAMINATION.

Haslett, R. W., Second Class Exhibition, 1889.
Campbell, Robert, Second Class Exhibition, £25.

AT M.B. EXAMINATION.

White, William, Second Class Exhibition,	1884,	—
Grainger, Thomas, ,,	,,	,, £25.
Redfern, J. J., First Class,	,,	1885, £50.
Thomson, G. S., Second Class	,,	1886, £25.
Mackisack, H. L., ,,	,,	1887, £25.
Fullerton, Andrew, First Class	,,	1890, £40.
Woods, Wm. J., Second Class	,,	1893, £25.

AT M.CH. EXAMINATION.

Cowden, W. J., M.D., Special Prize, 1885, £20.

AT M.A.O. EXAMINATION.

Redfern, J. J., Special Prize, 1885, £20.

AT THIRD EXAMINATION IN MEDICINE.

Hall, J. M.,	First Class Exhibition,	1888, —
Griffith, P. G.,	Second Class ,,	1889, —
Fullerton, Andrew,	,, ,,	,, £20.
Woods, W. J.,	First Class ,,	1891, £30.
Jamison, Alexander, M.A.,	Second Class Exhibition,	1891, £20.
Leathem, R. R. L., B.A.,	,,	,, 1891, £20.
M'Keown, R. J.,	Second Class Exhibition,	1892, £20.
Watt, Robert,	,, ,,	,, £20.
Craig, James A.,	First Class ,,	1893, £30.

AT SECOND EXAMINATION IN MEDICINE.

Chambers, James,	First Class Exhibition,	1882,	—
Grainger, Thomas,	Second Class „	„	£20.
M'Quitty, W. B.,	First Class „	1883,	£40.
Buchanan, Andrew,	Second Class „	„	£20.
Woods, E. M'N.,	„ „	1884,	£20.
Weatherup, William,	„ „	1885,	£20.
Hall, J. M.,	First Class „	1886,	—
Fullerton, Andrew,	Second Class „	1888,	£15.
Robertson, W. B.,	„ „	1890,	£15.
Jamison, Alex., M.A.,	„ „	„	£15.
Woods, W. J.,	First Class „	„	£25.
Craig, J. A.,	Second Class „	1892,	£15.
MacKeown, Wm. J.,	First Class „	1893,	£25.
Beggs, Samuel T.,	Second Class „	„	£15.

AT FIRST EXAMINATION IN MEDICINE.

Haslett, R. W.,	First Class Exhibition,	1884,	£30.
Smiley, D. C.,	Second Class „	„	£15.
Morton, Hamilton,	First Class „	1885,	£30.
Wilson, Robert,	Second Class „	„	£15.
Robertson, W. B.,	First Class „	1888,	£20.
Moore, Benjamin,	„ „	1890,	—
Houston Thomas,	„ „	1891,	—
Osborne, W. A.,	„ „	1892,	£20.
Johnstone, R. J.,	Second Class „	„	£10.
Hanna, Henry,	First Class „	1893,	£20.
Scott, John,	Second Class „	„	£10.

AT B.E. EXAMINATION.

Burden, A. M.,	First Class Exhibition,	1885,	£50.
Heron, James,	A Prize,	„	£20.
Graham, John,	Second Class Exhibition,	1887,	£25.
Phillips, J. St. J.,	„ „	1890,	£21.

AT SECOND EXAMINATION IN ENGINEERING.

Tate, C. L.,	First Class Exhibition,	1884,	£20 Prize.
Burden, A. M.,	„ „	„	£40.
Heron, James,	Second Class „	„	£20.
Anderson, J. T. N.,	„ „	1885,	£20.
Graham, John,	„ „	1886,	£20.
Greer, R. T.,	„ „	1891,	£18.

AT FIRST EXAMINATION IN ENGINEERING.

Burden, A. M.,	First Class Exhibition,	1883,	£30.
Heron, James,	Second Class „	„	£15.
Anderson, J. T. N.,	„ „	1884,	£15.
Graham, John,	„ „	1885,	£15.
Moore, Benjamin,	„ „	1888,	£15.
Megaw, David,	„ „	1892,	—
Sides, John F.,	„ „	1893,	£15.

AT MATRICULATION EXAMINATION.

Barnett, R. W.,	Second Class Exhibition,	1881,	£12.
Gorman, W. T.,	„ „	„	£12.
Johnston, William,	„ „	„	£12
Johnson, W. S.,	First Class „	1883,	£24.
Rowan, W. H.,	„ „	1884,	£24.
Everett, Alice,	„ „	„	£24.

TABLE IX.—List of Sundry Students of the COLLEGE who have, since 1st January, 1881, obtained distinctions in Universities other than the Royal University of IRELAND.

The date immediately following each name is that of the last Session in which the name of the Student appeared on the Roll of the College.

ECCLES, JOHN, M.A. (1876–77).
1881. Wranglership, 14th place in the Mathematical Tripos, University of Cambridge.

NEWSOME, J. C., M.A. (1876–77).
1884. Scholarship (Classical), Trinity College, Dublin.
1887. Classical Studentship, Trinity College, Dublin.

CHARLES, R. H., M.A. (1877–78).
1881. Senior Moderatorship in Classics, and Junior Moderatorship in Ethics and Logics, University of Dublin.

CORRY, T. H., M.A. (1877–78).
1881 or *ante.* Scholarship, Gonville and Caius College, Cambridge.

JOHNSTON, W. J., M.A. (1877–78).
1883. Senior Moderatorship in Mathematics and Physics, University of Dublin.

WRIGHT, A. E., B.A. (1877–78).
1882. Senior Moderatorship in Modern Literature, University of Dublin.

KNOWLES, T. T., M.A. (1878–79).
1882. Wranglership, 19th place in Mathematical Tripos, University of Cambridge.

SEAVER, RICHARD, M.A. (1879–80).
1881. Scholarship (Classical), University of Dublin.
1883. Senior Moderatorship in Ethics and Logics, and Junior Moderatorship in Classics, University of Dublin.

REID, J. S., B.A. (1880–81).
1882. Foundation Scholarship, Lincoln College, Oxford.

M'FARLAND, R. A. H., M.A. (1880–81).
1882. Scholarship, Gonville and Caius College, Cambridge.
1883. Wranglership, 9th place in Mathematical Tripos, University of Cambridge.
„ Exhibition, Gonville and Caius College, Cambridge.

SEMPLE, R. H., M.A. (1880–81).
1881. Sizarship, St. John's College, Cambridge.
„ Exhibition, Goldsmith Company, University of Cambridge.
„ Exhibition at First B.A. Examination in Mathematics, University of London.

ANDERSON, W. C. F., M.A. (1881–82).

1882. Foundation Scholarship, University of Durham.
„ Newby Scholarship, University of Durham.
1883. First Year Scholarship, University of Durham.
„ University Classical Scholarship, University of Durham.
1884. Gabbet Prize for Essay on Moral Philosophy, University of Durham.
Adam de Browne Exhibition for two years—may be extended to five years, Oriel College, Oxford.
1885. Second Class in Classical Moderations, University of Oxford.
1887. Second Class in Final Classical School, University of Oxford.

LARMOR, ALEXANDER, M.A. (1881–82).

1881. First Entrance Scholarship in Mathematics, Clare College, Cambridge.
1882. Foundation Scholarship, Clare College, Cambridge.
1884. Wranglership, 11th place in Mathematical Tripos, University of Cambridge.
1885. Berkeley Fellowship, Owen's College, Manchester.
Fellowship, Clare College, Cambridge.

CAMPBELL, ALBERT (1882–83).

1884. Foundation Scholarship, Corpus Christi College, Cambridge.
1885. First Senior Optime, University of Cambridge.

M'VICKER, J. W., B.A. (1882–83).

1883. Scholarship (Mathematics), Worcester College, Oxford.

STEWART, D. A., M.A. (1882–83).

1881. First Mathematical Scholarship, Caius College, Cambridge.
1883. Foundation Scholarship, Caius College, Cambridge.
„ Mathematical University Scholarship open to Graduates, University of London.
„ Goldsmith Exhibition, conferred by the Company of Goldsmiths on a Cambridge Student, University of Cambridge.

RUSSELL, W. A., B.A. (1883–84).

1883. Exhibition, St. John's College, Cambridge.
„ Sizarship, St. John's College, Cambridge.
1885. Goldsmith Exhibition, conferred by the Company of Goldsmiths on a Cambridge Student, University of Cambridge.
1886. Honours in Classical Tripos, University of Cambridge.

CAMPBELL, J. E., M.A. (1883–84).

1883. Mathematical Scholarship for five years, Hertford College, Oxford.
1885. Junior University Mathematical Scholarship, and first class in Mathematical Moderations, University of Oxford.
1887. First Class in Final Mathematical School, University of Oxford.
1887. Fellowship, Hertford College, Oxford.
1888. Senior Mathematical Scholarship, University of Oxford.

DARBISHIRE, H. D., B.A. (1883–84).

1883. Sizarship, St. John's College, Cambridge.
1885. Honours in Classical Tripos, University of Cambridge.
1888. Foundation Scholarship, St. John's College, Cambridge.
1889. M'Mahon Law Scholarship, St. John's College, Cambridge.
1892. Fellowship, St. John's College, Cambridge.

BARNETT, R. W. (1881–82).

1885. Third Class in Classical Moderations, University of Oxford.
1887. Second Class in Jurisprudence, University of Oxford.

ORR, W. M'F., M.A. (1884–85).

1884. Foundation Scholarship, St. John's College, Cambridge.
1886. Exhibition in St. John's College, Cambridge, as first in Mathematics in first year.
1888. Senior Wrangler in Mathematical Tripos, University of Cambridge.
1889. First Class in Mathematical Tripos, Part II.

TATE, JAMES, M.A. (1883–84).

1885. Sixteenth Wrangler, University of Cambridge.
1886. Foundation Scholarship, St. John's College, Cambridge.

STEEDE, H. B. (1885–86).

1886. Science Scholarship, Trinity College, Dublin.
1887. Mathematical Studentship, Trinity College, Dublin.
1889. Bishop Law Mathematical Premium, Trinity College, Dublin.

PORTER, W. H. (1885–86).

1887. Scholarship, Lincoln College, Oxford.
1888. Goldsmith Exhibition, University of Oxford.
1889. Second Class in Classical Moderations, Oxford.
1893. Chancellor's Prize for English Prose Essay.

GREGG, JAMES (1880–81).

1888. First Science Scholarship, Trinity College, Dublin.

LUKE, E. H., B.A. (1886–87).

1888. Classical Scholarship, Trinity College, Dublin.

MAJOR, H. W. (1887–88).

1888. First Entrance Scholarship in Mathematics, Queen's College, Cambridge.
1889. Foundation Scholarship in Mathematics, Queen's College, Cambridge.
1891. Second Class Honours in Mathematical Tripos, University of Cambridge.

M'BRIDE, E. W. (1887–88).

1888. Entrance Exhibition, St. John's College, Cambridge.
1889. Exhibition in Natural Science at Summer Examinations, St. John's College, Cambridge.
1890. B.Sc. with First Class Honours and Exhibition in Natural Science, University of London.
„ First Class Honours at Natural Science Tripos, Part I., University of Cambridge.
„ Foundation Scholarship, St. John's College, Cambridge.

M'Bride, E. W. (1887–88)—*continued.*

1891. First Class Honours in Natural Science Tripos, Part II., University of Cambridge.
„ Hughes Prize, St. John's College, Cambridge.
1892. Appointed Demonstrator in Natural Science at University of Cambridge.
1893. Elected Fellow of St. John's College, Cambridge.
„ The Walsingham Medal for original work in Natural Science.

Haslett, W. W., B.A. (1888–89).

1888. Entrance Exhibition, St. John's College, Cambridge.
1890. Foundation Scholarship, St. John's College, Cambridge.
1891. First Class Honours in Classical Tripos, Part I., University of Cambridge.
1892. First Class Honours in Classical Tripos, Part II., University of Cambridge.

Montgomery, Robert, B.A. (1887–88).

1889. Foundation Sizarship, and First Class Honours in Classics, Trinity College, Cambridge.
1890. Foundation Scholarship, Trinity College, Cambridge.
1891. First Class Honours in Classical Tripos, University of Cambridge.

Alexander, J. J., M.A. (1887–88).

1887. Entrance Exhibition, St. John's College, Cambridge.
1889. Foundation Scholarship, St. John's College, Cambridge.
1890. Wranglership, Seventh place in Mathematical Tripos, University of Cambridge.

Lee, James (1888–89).

1889. Entrance Exhibition, St. John's College, Cambridge.

Morton, W. B., B.A. (1888–89).

1889. Entrance Exhibition, St. John's College, Cambridge.
1891. Foundation Scholarship, St. John's College, Cambridge.
1892. Wranglership, Eighth place in Mathematical Tripos, University of Cambridge.

Cotter, W. E. P., B.A. (1888–89).

1889. Classical Scholarship, Trinity College, Dublin.

Heron, R. C. (1889–90).

1889. Exhibition, St. John's College, Cambridge.
1891. Foundation Sizarship, St. John's College, Cambridge.
1893. Wranglership, Twentieth place in Mathematical Tripos, University of Cambridge.

Stewart, J. A., B.A. (1888–89).

1889. Exhibition, St. John's College, Cambridge.
1891. Foundation Scholarship, St. John's College, Cambridge.

KEIGHTLEY, F. R., B.A. (1886–7).

1890. Third Class Honours in Historical Tripos, University of Cambridge.

LEATHEM, J. G. (1890–91).

1891. Entrance Exhibition, St. John's College, Cambridge.
1892. First place, College Examinations, St. John's College, Cambridge.
1894. Hughes Prize, St. John's College, Cambridge.
„ Wranglership, Fourth place in Mathematical Tripos, University of Cambridge.

M'ELDERRY, R. K. (1890–91).

1891. Entrance Exhibition, St. John's College, Cambridge.
1892. Second place, College Examinations, St. John's College, Cambridge.
1893. Hughes Prize, St. John's College, Cambridge.
1894. First Class, 2nd Division, in Classical Tripos, Part I. University of Cambridge.

M'VICKER, C. E.

1892. Wranglership, Seventeenth place in Mathematical Tripos, University of Cambridge.

BOAS, W. P.

1892. Entrance Exhibition, St. John's College, Cambridge.
1894. Exhibition, St. John's College, Cambridge.

HOUSTON, W. A.

1892. Entrance Exhibition, St. John's College, Cambridge.
1894. Foundation Scholarship, St. John's College, Cambridge.

LOCKE, G. T.

1894. Entrance Exhibition, St. John's College, Cambridge.

ROBB, A. A.

1894. Entrance Exhibition, St. John's College, Cambridge.

CLEMENTS, W. T.

1894. Entrance Exhibition, St. John's College, Cambridge.

BAXTER, J. SINCLAIR.

1894. LL.B. with First Class Honours, London University.

TABLE X.—LIST of the PROFESSORS and OFFICERS of the COLLEGE, showing their length of Service, their Salaries, and their Emoluments from Class Fees.

		Appointed.	Salary.			Class Fees for year ended 31st March, 1894.			Total.		
PROFESSORS.			£	s.	d.	£	s.	d.	£	s.	d.
Greek,	Samuel Dill, M.A.,	27 February, 1890,	312	0	0	127	0	0	439	0	0
Latin,	Thomas Wilson Dougan, M.A.,	7 January, 1882,	312	0	0	153	0	0	465	0	0
Mathematics,	John Purser, LL.D., F.R.U.I.,	8 July, 1863,	312	0	0	92	0	0	404	0	0
Natural Philosophy,	Joseph David Everett, M.A., D.C.L., F.R.S., F.R.U.I.,	5 November, 1867,	312	0	0	192	0	0	504	0	0
History and English Literature,	Samuel James MacMullan, M.A., F.R.U.I.,	15 January, 1892	312	0	0	125	0	0	437	0	0
Logic and Metaphysics,	John Park, M.A., D.LIT., F.R.U.I.,	1 October, 1868,	312	0	0	134	0	0	446	0	0
Chemistry,	Edmund Albert Letts, PH.D., F.R.S.E., F.R.U.I.,	4 December, 1879	282	0	0	289	10	0	571	10	0
Natural History,	Robert O. Cunningham, M.D., F.L.S., F.G.S., F.R.U.I.	5 April, 1871,	282	0	0	171	0	0	453	0	0
Modern Languages,	Albert Ludwig Meissner, PH.D.,	6 October, 1865,	202	0	0	58	0	0	260	0	0
Jurisprudence and Political Economy,	William Graham, M.A.,	14 June, 1882,	150	0	0	141	0	0	291	0	0
English Law,	James Andrew Strahan, LL.B.,	14 January, 1886,	150	0	0	89	0	0	239	0	0
Anatomy and Physiology,	Peter Redfern, M.D., F.R.C.S., F.R.U.I.	15 May, 1860,	202	0	0	7	13	0	209	13	0
Anatomy,	Johnson Symington, M.D., F.R.S.E., F.R.U.I.	10 October, 1893,	192	0	0	406	10	0	598	10	0
Physiology,	William Henry Thompson, M.D., F.R.C.S.E.	10 October, 1893,	†250	0	0	401	0	0	651	0	0
Medicine,	James Cuming, M.A., M.D., F.K.Q.C.P.,	26 August, 1865,	120	0	0	119	0	0	239	0	0
Surgery,	Thomas Sinclair, M.D., M.CH., F.R.C.S., Eng.,	1 November, 1886,	120	0	0	139	0	0	259	0	0
Materia Medica,	William Whitla, M.D.,	23 October, 1890,	120	0	0	104	0	0	224	0	0
Midwifery,	{Late Robert Foster Dill, M.D. {John William Byers, M.A., M.D.	30 September, 1893,	120	0	0	99	0	0	219	0	0
Civil Engineering,	Maurice F. FitzGerald, B.A., Assoc. M.I.C.E.,	29 November, 1884,	280	0	0	15	0	0	295	0	0
Agriculture,	John Frederick Hodges, M.D., F.C.S., F.I.C.,	4 August, 1849,	150	0	0	*63	0	0	213	0	0
OFFICERS.											
Registrar,	John Purser, LL.D.,	8 January, 1878,	75	0	0	—			75	0	0
Bursar,	John Wylie,	5 September, 1872,	150	0	0	—			150	0	0
Librarian,	Albert Ludwig Meissner, PH.D.,	4 July, 1882,	75	0	0	—			75	0	0

* These fees were for Medical Jurisprudence.

† Of this sum £240 is paid by the Trustees of the "Sorella Trust," who have endowed the Dunville Chair of Physiology with that amount.

TABLE XI.—BENEFACTORS of the QUEEN'S COLLEGE, BELFAST, since its Foundation in 1845.

Anno.

1847. Presented by Charles Davis, Esq., a large oil painting of the Assassination of Peter the Martyr, by Atkins, being a copy of the original painting by Titian.

—— Presented by Professor Craik, a portrait of Confucius.

1851. The Governors of the Armagh Observatory, with the sanction of Her Majesty, transferred to the Queen's College, the Transit Instrument and Astronomical Clock, which were formerly in the Observatory at Kew.

The Lords of the Admiralty, on the recommendation of the Astronomer Royal of England, acceded to an application from Professor Wilson for transferring to the College a Mural Circle by Jones, which had been in use at the Cape of Good Hope.

For the reception of these instruments an Observatory was erected on the College grounds, the expense having been defrayed by subscription.

1854. Presented by W. P. Wilson, Esq., M.A., former Professor of Mathematics in the College, a Bust of Sir Isaac Newton.

1855. Presented by Robert H. Lynn, Esq., London, an oil portrait of James the First of England, when a child, an oil portrait of Joannes Carolus, and an oil portrait of John Milton.

1860. An oil portrait of Hugh Carlisle, M.D., former Professor of Anatomy and Physiology in the College; presented by the subscribers.

1864. Given by R. M. Wilson, Esq., an Exhibition of Twenty Pounds to be conferred annually upon one or more of the most deserving unsuccessful candidates for a Scholarship of the First Year.

This Exhibition was awarded for eleven years.

1864. Given by the Royal Academical Institution, Belfast, two Exhibitions of Five Pounds each, to be conferred annually upon students from that Institution who have taken the highest places in the Literary and Science Divisions, at the Examination for Scholarships of the First Year.

1866 Given by John Charters, Esq., an Exhibition, value Fifteen Pounds, and two Exhibitions, value Ten Pounds each, in the Literary Division of the Faculty of Arts; also one Exhibition, value Fifteen Pounds, and two, value Ten Pounds each, in the Science Division of the Faculty of Arts, to be called the "Charters' Exhibitions," and to be annually awarded during ten years, at the Examinations for the Literary and Scientific Scholarships of the first year, to students who, during at least one year previous to their entrance into college, have been in continuous attendance at the Royal Academical Institution, and who have attained the standard of excellence required at the Junior Scholarship Examinations. Also, an Exhibition, value Fifty Pounds, tenable for one year, to be called the "Charters' Medical Exhibition," to be annually awarded during ten years, in connexion with the Belfast School of Medicine, by the Trustees of the "Charters' Educational Fund."

Anno.

This Exhibition to be conferred by a Special Examination in Medicine and Surgery, chiefly of a practical character, and to be open to any Medical Student to compete, provided he does not possess either a Medical or Surgical qualification.

1866. An oil portrait of William Burden, M.D., former Professor of Midwifery in the College; presented by the subscribers.

1868. Bequeathed by Robert Sullivan, Esq., LL.D., Barrister-at-Law, the sum of Four Thousand Pounds for the endowment of Three Scholarships in the Queen's College, Belfast, to be called the Sullivan Scholarships, two of them to be restricted to candidates who shall have acted as Teachers or Assistant Teachers in Irish National Schools for at least two years, and one of them to candidates who shall have been educated in the Royal Academical Institution, Belfast, for at least three years.

These Scholarships are tenable for three years.

1869. Given by William Coates, Esq., a prize, value Thirty Pounds, to be called "The Coates Prize," and to be awarded in the Department of Engineering to the best candidate in a set of Examinations, to be held in the Third term of each Session, and to comprise:—

1. Civil and Mechanical Engineering.

2. Office and Field Work, including Geometrical Drawing and Surveying, Levelling and Measuring, together with any two of the following subjects:—

3. Natural Philosophy applied.

4. Analytical Chemistry.

5. Geology.

6. Mathematics, including specially the elementary principles of the Differential Calculus.

Competition for this Prize in each Session to be open to all persons who are at the time, or were in the preceding year, Students of Engineering in Queen's College, Belfast, going through the Third Session of their Engineering Course, in regular order, or going through the Session which, under the sanction of the Council, in special cases shall stand instead of a Third Session of the Queen's College Engineering Course.

This prize was awarded for four years.

1869. A Bust of the Rev. P. Shuldham Henry, D.D., late President of the College, presented by the Professors and other subscribers.

1871. An oil portrait of George L. Craik, LL.D., former Professor of History and English Literature in the College, and also a photograph group of some of the Professors; presented by Messrs. Marcus Ward & Co.

1871. Bequeathed by John Porter, Esq., the sum of Three Thousand One Hundred and Ten Pounds Eight Shillings and Four Pence for the endowment of Two Scholarships in Queen's College, Belfast, to be called "The Porter Scholarships." These scholarships are each of the annual value of Fifty Pounds, and are tenable for two years. They are open to undergraduates of not less than two years' standing.

Anno.

1873. A deed was executed by William Dunville, Esq., establishing the "Sorella Trust."

This deed, which also provides funds for other educational purposes not connected with the College, endows two Studentships in Queen's College, Belfast, to be called "The Dunville Studentships." These studentships are open to any person who is recognised by the Council or other Governing body of Queen's College, Belfast, as a student of three or more years' standing in any Faculty, provided that the last of the three or more years which give such standing, has been spent in Queen's College, Belfast, and has been the year preceding, or the year but one preceding the examination.

They are given, one, for the encouragement of the study of Mathematical and Physical Science, the other, for the encouragement of the study of Natural Science, in alternate years. Each person obtaining a Studentship receives £45 for the first year, and £100 for the second year.

1873. Given by the Widow and Children of the late John Robinson M'Clean, Esq., Civil Engineer, London, through the hands of the Rev. P. S. Henry, D.D., the late President, the sum of Five Hundred Pounds, to be expended in the purchase of Scientific works for the Library of Queen's College, Belfast.

1874. Given by the Methodist College, Belfast, one Exhibition, value Ten Pounds, to be awarded annually to the highest answerer among students from the Methodist College who have obtained Literary Scholarships of the first year in Queen's College, Belfast; and another Exhibition, also value Ten Pounds, to the highest answerer among students from the Methodist College, who have obtained Science Scholarships of the First Year in the same College.

No Student can obtain either of these Exhibitions, who has not been at least one year in attendance at the Methodist College previously to his Matriculating in Queen's College, Belfast.

These Exhibitions were awarded for eight years.

1876. Given by the Reverend Arthur Hercules Pakenham, for the endowment of two Scholarships in Queen's College, Belfast, one to be called the "Sir Hercules Pakenham Scholarship," and the other the "Emily Lady Pakenham Scholarship," the sum of One Thousand Pounds, invested in five bonds of £100 each of the Moscow Jaroslaw Railway Company, and five bonds of £100 each of the Charkoff Azov Railway Company.

These Scholarships are given in alternate years, are each tenable for two years, and are open to all students under 20 years of age, matriculated or non-matriculated, on their first entrance into the College.

1877. Given by an anonymous donor, Ten Pounds, to provide for an Entrance Prize of Five Pounds, to be awarded for proficiency in French.

This prize was awarded for two years.

1878. An oil portrait of Alexander Gordon, M.D., former Professor of Surgery in the College; presented by the subscribers.

1880. The subscribers to a testimonial given to Dr. MacDouall on his retirement from the Professorship of Greek, presented to the College, in addition to a portrait of Dr. MacDouall to be placed in the Examination Hall, a collection of Classical and Oriental Works of the value of £275, selected from the library of Dr. MacDouall, to form the nucleus of a department of the Library to be called "The MacDouall Library."

Ann).

1831. The sum of One Thousand Seven Hundred and Ninety-two Pounds Seven Shillings was raised by public subscription, for the establishment of a Scholarship to commemorate the distinguished services, rendered to this College and to Chemical Science, by Dr. Thomas Andrews, F.R.S., the late Vice-President.

At the same time a full-length Oil Portrait of Dr. Andrews was placed in the Examination Hall of the College.

1882. The sum of Eight Hundred and Seventy-five Pounds Six Shillings, in New Three per Cent. Government Stock, being a portion of the bequest of the late Lord Blayney, was transferred to this College by the Queen's University.

1882. A Medal, to be awarded annually, was founded with a portion of the residue of the Peel Fund of the late Queen's University.

1882. An Oil Portrait of William Nesbitt, M.A., former Professor of Latin in the College; presented by the Subscribers.

1889. Bequeathed by John M'Kane, Esq., LL.D., Barrister-at-Law, former Professor of English Law in the College, a Gold Medal to be awarded annually for answering in Jurisprudence and Political Economy.

1889. An Oil Portrait of the Rev. J. Leslie Porter, D.D., LL.D., late President of the College; presented by the President and Professors.

1890. An Oil Portrait of John Purser, LL.D., Professor of Mathematics in the College; presented by his former students.

1891. Given by Her Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, and limited to those branches of Science (such as Physics, Mechanics, and Chemistry), the extension of which is specially important for our national industries.

1893. Given by Her Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, and limited to those branches of Science (such as Physics, Mechanics, and Chemistry), the extension of which is specially important for our national industries.

1893. Founded by the Trustees of the Sorella Trust the "Dunville Chair of Physiology."

1894. An Oil Portrait of Peter Redfern, M.D., Professor of Anatomy and Physiology, 1860–93; presented by the Subscribers.

1894. Subscribed, and raised by a Fancy Fair between £7,000 and £8,000 for the erection of a Students' Union.

Donations to the Library, 1893–94.

Donations.	Presented.
Blake, E. M.: The Method of Indeterminate Coefficients.	By the Author.
Report of the International Maritime Congress. London, 1893.	By the President and Vice-Presidents of the Congress.
Dillon, Wm.: The Life of John Mitchell.	By Mrs. John Martin.
Mrs. P. F. Fitzgerald: A Protest against Agnosticism. —— The Philosophy of Self-Consciousness. —— Introduction to the Ideals of Reason.	By the Author.
Memoirs of the National Academy of Sciences of America. Vol. VI.	By the Academy.
Transactions of the Royal Society of Canada. Vol. X.	By the Academy.
Report of the British Association for 1893.	By the President & Council.
Reports of the Free Public Library, Belfast.	By the Committee.
Fay, E. A.: Histories of American Schools for the Deaf and Dumb. 3 Vols.	By the Volta Bureau, Washington.
Oldham, R. D.: A Manual of the Geology of India. 2nd edition.	By the Geological Survey of India.
Galileo Galilei, Opere, Edizione Nazionale. Vol. IV.	By the Italian Government.
Emanual Swedenborg, Works. 25 Vols., and 24 Volumes of the Publications of the Swedenborg Society.	By the Swedenborg Society.
Records of the Tercentenary Festival of Dublin University.	By the Provost and Fellows of Trinity College, Dublin.

The following Institutions have continued to present their Publications

The Royal Irish Academy.
The British Museum.
The Philosophical Society, Birmingham.
The Cambridge Philosophical Society.
The Institute of Civil Engineers.
The South Kensington Museum.
The Government of India.
" " China (Customs).
" " Canada (Geological Survey).
" " Norway (North Pole Expedition).
The Smithsonian Institution.
The Bureau of Education, Washington.

The following Universities and Colleges presented their Calendars:—

The University of Aberdeen.
" " Edinburgh.
" " Glasgow.
" " St. Andrew's.
" " Durham.
Victoria University.
Royal University of Ireland.
The University of California.
Owens College, Manchester.
Queen's College, Birmingham.
Mason College, Birmingham.
University College, Bristol.
The Yorkshire College, Leeds.
University College, Dundee.
Anderson's College, Glasgow.
The College of Medicine, Newcastle-on-Tyne.
Queen's College, Cork.
Queen's College, Galway.

DONATIONS TO THE NATURAL HISTORY MUSEUM.

A considerable number of donations have been received from friends, among which the following may be mentioned:—

Bear and Fox, presented by David Walker, esq., M.D., a former student of the College.

Collection of Shells presented by Mrs. M'Gee, widow of the late Dr. M'Gee.

Casts and specimens of extinct animals, presented by the Earl of Enniskillen.

Five very rare Birds from Yarkand, presented by Dr. Scully, Indian Medical Service.

Collections of Japanese Birds, prepared and presented by Dr. S. Campbell, Fleet Surgeon, R.N.

Collections of Animals, chiefly Marine, from the East Coast of Africa and Zulu Archipelago, presented by Lieut. Dixon, R.N.

Miscellaneous specimens, presented by Staff-Surgeon W. Anderson, R.N., a former student of the College.

Large collection of Indian birds, some of considerable rarity, presented on various occasions by Dr. Cunningham, Professor of Physiology, Medical College, Calcutta.

Specimens of North American birds and Irish fishes, presented by G. D. Ogilby, esq., a student of the College.

Collection of Animals and Minerals from Australia, presented by Edward Leslie Pooler, esq., M.D., a former student of the College.

Collection of Animals from the New Hebrides, &c., presented by James Dunlop, esq., M.D., Surgeon R.N., a former student of the College.

Collection of Animals from Sumatra, presented by John B. Graham, esq., M.D., a former student of the College.

Collection of Birds from the Himalayas, presented by Alexander Porter, esq., M.D., Brigade Surgeon, H.M. Indian Army, a former student of the College.

Collection of Reptiles from South Australia, presented by Edward Leslie Pooler, esq., M.D., a former student of the College.

Very fine specimen of *Goliathus Diuryi* from West Africa, presented by R. J. M'Keown, esq., M.B., a former student of the College.

DONATIONS TO THE MEDICAL MUSEUMS.

A beautiful series of microscopical preparations, showing the texture of many organs of the body, was presented by Dr. Thiersch, of Leipzic, to Dr. Redfern, Professor of Anatomy, and by him generously handed over to the College.

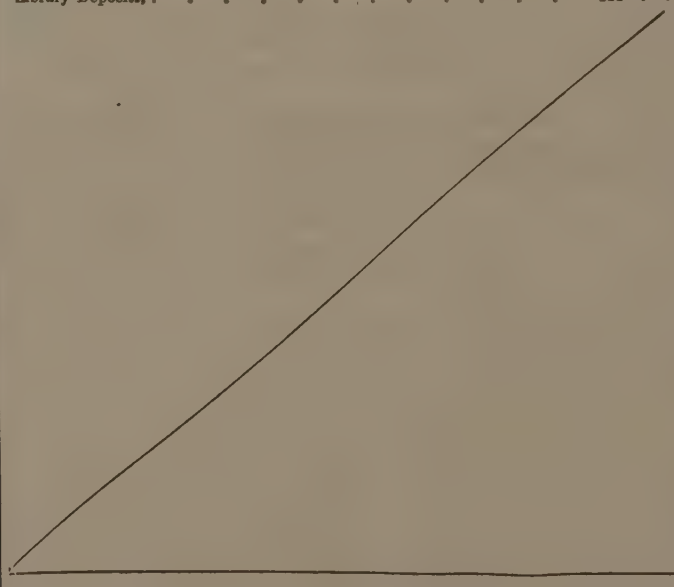
A series of 59 slides, containing embryological sections prepared under his personal superintendence, was presented by Professor Kölliker to Dr. Redfern, and by him to the College.

A fine collection of over 200 vesical calculi removed by surgical operation in India by Surgeon-Major J. A. Cunningham, Indian Medical Service, a former student of the College, and presented by him.

A very large collection of specimens, formerly in Minto House, Edinburgh, presented by Professor Symington.

TABLE XII.—ACCOUNT OF THE RECEIPTS AND EXPENDITURE OF

RECEIPTS.			£ s. d.
Balance on 1st April, 1893, viz. :—			
General Account,	£876 16 9		
Endowment Accounts,	163 12 7		
Library Deposits,	410 0 0		
		1,450 9 4	
Grant charged on Consolidated Fund (Net Amount received),			6,859 13 3
Annual Grants of Parliament, viz. :—			
In Aid of Expenses of Maintenance,			1,600 0 0
In Aid of Augmentation of Professors' Salaries,			145 14 11
Professors' Class Fees,			2,900 0 0
College Fees, viz. :—			
421 at 10s.,	£210 10 0		
Matriculation Fee,	0 10 0		
		211 0 0	
Dividends on Government Stock,			27 9 10
Endowments,			341 11 6
Library Deposits,			114 0 0



£13,649 18 10

THE COLLEGE IN THE YEAR ENDING 31st MARCH, 1894.

PAYMENTS.			£ s. d.
Salaries, &c., paid out of Permanent Grant:—			
President, Professors, and Officers,	£4,760 7 1		
Scholarships and Prizes,	1,314 10 0		
Minor Officers and Servants,	497 1 8		
Lecturer on Pathology,	48 10 10		
		6,620 9 7	
College Calendars, &c.,		52 14 0	
Salaries of Professors paid out of Special Grant,		143 16 2	
Library:—			
Ancient and Modern Languages,	£119 12 6		
Mathematical and Physical Sciences,	52 14 10		
Natural Sciences,	73 15 2		
Engineering,	10 3 5		
Medical Sciences,	91 0 8		
Mental and Legal Sciences,	45 15 7		
General Department,	70 9 0		
Binding,	44 15 10		
Cataloguing,	58 0 11		
		566 7 11	
Laboratories:—			
Chemical Laboratory,	£82 1 11		
Physical Cabinet,	40 19 11		
Medical Faculty,	257 1 5		
		380 3 3	
Museums,		111 14 10	
Printing, Stationery, and Advertising,		152 12 9	
Heating and Lighting,		196 5 7	
Botanic Garden and College Grounds,		105 17 1	
Miscellaneous, viz.:—			
Porters' Clothing,	£34 13 6		
Water Supply,	32 8 3		
To supplement Porters' Salaries,	111 7 2		
Incidental Expenses,	130 9 5		
		308 17 10	
Pathological Department, Special,		87 5 10	
Professors' Class Fees,		3,053 13 0	
Endowments,		319 7 0	
Library Deposits,		107 0 0	
Balance on 31st March, 1894, viz.:—			
General Account,	£840 16 11		
Endowment Accounts,	185 17 1		
Library Deposits,	417 0 0		
		1,443 14 0	
		£13,649 18 10	

DUBLIN : Printed for Her Majesty's Stationery Office
By ALEX. THOM & Co. (Limited), 87, 88, & 89, Abbey-street,
The Queen's Printing Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1893-4.

WITH APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEX. THOM & CO. (LIMITED).

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1894.

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CONTENTS.

Page

REPORT, ... 5

APPENDIX.

A.—Statistical Tables:

No. I.—Table showing the Number of Students who entered the College in the Session 1893–94, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students, ... 7

" II.—Table showing the number of Matriculated and Non-Matriculated Students on the College Books for the Session 1893–94, classified according to Faculties, . 7

" III.—Table showing the Number of Matriculated and Non-Matriculated Students on the College Books for the Session 1893–94, classified according to Academic Standing, ... 8

" IV.—Table showing the Academic Standing according to Faculties of the Matriculated Students on the College Books in the Session 1893–94, ... 8

" V.—Table giving the Per-centage of Students from the Province of Munster and from other places; the Per-centage of Munster Students from the County and City of Cork; and the Per-centage of all the Students from the County and City of Cork, . . 8

" VI.—Ages of the Students who entered in the Session of 1893–94; and of all Students on the Books of the College, 9

" VII.—Table showing the Religious Denominations of the Matriculated and Non-Matriculated Students who entered the College in the Session 1893–94, . . 9

" VIII.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Academic Standing, ... 9

" IX.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Faculties, ... 10

" X.—Table showing the Religious Denomination of the Scholars and Exhibitioners in each Faculty, . . . 10

" XI.—Table showing the number of Matriculated and Non-Matriculated Students; the number belonging to each Religious Denomination; and the total number of Students in each Session from the opening of the College, ... 11

" XII.—Table showing the number of Scholarships in each Faculty, the number awarded, and the number of Exhibitions awarded, ... 12

" XIII.—Table containing the Names of the several Subjects lectured upon during the Session 1893–94, the number of Lectures given on each Subject, and the total number of Students attending the Classes in each Subject, ... 12

Page

B.—Visitors, Corporate Body, Council, Officers, Scholars, &c.:

No. XIV.—Visitors, President, Professors, Members of Council, Officers, &c., ... 13

„ XV.—Scholars and Exhibitioners for the Session 1893–94, . 14

„ XVI.—Students who were awarded Prizes and Certificates at the Sessional Examinations, 1894, . . . 16

„ XVII.—Students who obtained Honours at the Examinations of the Royal University of Ireland in 1893, . . 17

C.—Receipts, Expenditure, Salaries, Fees, &c.:

No. XVIII.—General Abstract of the Receipts and Expenditure of the College from 1st April, 1893, to 31st March, 1894, ... 19

„ XIX.—Salaries and Emoluments of Professorships, . . 20

D.—Donations:

No. XX.—Donations to Library:
College Library, ... 21

„ XXI.—Donations to Museums:
Natural History Museum, ... 26
Anatomical and Pathological Museum, . . . 26

THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1893-94.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY:

I have the honour to submit a Report on the condition of Queen's College, Cork, for the Session 1893–94.

The number of students attending the College during this period was 240 matriculated and 12 non-matriculated. The number of new students was 77. Of these 49 came from the Royal University of Ireland, 15 from other Colleges and Universities, 1 entered on the College matriculation examination, and 12 were non-matriculated.

By the death of Richard Horner Mills in August, 1893, the College lost a Professor who had worthily filled the chair of Jurisprudence and Political Economy from the opening of the College in 1849. The subjects of his Professorship have been joined to those of the Professorship of Mental and Social Science.

Among the more pressing requirements of the College that of a new Chemical Laboratory stands foremost. It is hoped that

during the coming Session, your Majesty's Government may be enabled to erect a building so much required by the growing demand for instruction in Physical Science.

An Extraordinary Visitation was held on the 16th and 17th of May in this year. A report of the proceedings, transcribed from a shorthand writer's notes, has been placed in the College Registry.

The observance of order and discipline on the part of the students during the past Session deserves special mention.

The usual statistical information is supplied in the Appendix.

And I have the honour to be

Your Majesty's most obedient servant,

JAMES W. SLATTERY,

President.

Queen's College, Cork,

August, 1894.

APPENDIX.

A.—STATISTICAL TABLES.

Appendix A.
Statistical Tables.

I.—TABLE SHOWING THE NUMBER OF STUDENTS WHO ENTERED THE COLLEGE IN THE SESSION 1893–94, CLASSIFIED ACCORDING TO FACULTIES, AND DISTINGUISHING MATRICULATED FROM NON-MATRICULATED STUDENTS :—

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	11	5	16
,, Law,	7	–	7
,, Medicine,	43	5	48
School of Engineering,	7	2	9
Total,	68	12	80
Deduct entering in two Faculties,	3	–	3
Net Total,	65	12	77

II.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS ON THE COLLEGE BOOKS FOR THE SESSION 1893–94, CLASSIFIED ACCORDING TO FACULTIES :—

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	39	5	44
,, Law,	10	–	10
,, Medicine,	190	5	195
School of Engineering,	15	2	17
Gross Total,	254	12	266
Deduct number of Students attending Lectures in two Faculties,	14	–	14
True Total,	240	12	252

Appendix A.

Statistical Tables.

III.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS ON THE COLLEGE BOOKS FOR THE SESSION 1893–94, CLASSIFIED ACCORDING TO ACADEMIC STANDING:—

Number of Students of the	Matriculated Students.	Non-Matriculated Students.	Total.
First Year,	71	12	83
Second ,,	69	–	69
Third ,,	59	–	59
Fourth ,,	49	–	49
Gross Total,	248	12	260
Deduct number of Students attending Lectures of different years,	8	–	8
True Total,	240	12	252

IV.—TABLE SHOWING THE ACADEMIC STANDING ACCORDING TO FACULTIES OF THE MATRICULATED STUDENTS ON THE COLLEGE BOOKS IN THE SESSION 1893–94.

	First Year.	Second Year.	Third Year.	Fourth Year.	Total.
Faculty of Arts,	11	12	10	6	39
,, Law,	7	1	1	1	10
,, Medicine,	49	54	45	42	190
School of Engineering,	8	3	4	–	15
Gross Total,	75	70	60	49	254
Deduct Number attending Lectures in two Faculties,	4	1	1	–	14
True Total,	71	69	59	49	240

V.—TABLE GIVING THE PER-CENTAGE OF STUDENTS FROM THE PROVINCE OF MUNSTER AND FROM OTHER PLACES; THE PER-CENTAGE OF MUNSTER STUDENTS FROM THE COUNTY AND CITY OF CORK; AND THE PER-CENTAGE OF ALL THE STUDENTS FROM THE COUNTY AND CITY OF CORK.

Session	Per-centage of Students from		Per-centage of Munster Students from		Per-centage of all Students from the County and City of Cork.
	Province of Munster.	Other Localities.	County and City of Cork.	Other Counties of Munster.	
1874–75,	93·8	6·2	76·5	23·5	71·7
1875–76,	85·8	14·2	75·2	24·8	64·5
1876–77,	90·6	9·4	78·3	21·7	70·9
1877–78,	86·8	13·2	72·2	27·8	62·6
1878–79,	90·2	9·8	73·3	26·7	66·1
1879–80,	90·7	9·3	77·2	22·8	70·0
1880–81,	92·6	7·4	76·5	23·5	70·8
1881–82,	93·0	7·0	75·7	24·3	70·4
1882–83,	93·7	6·3	75·7	24·3	70·9
1883–84,	93·6	6·4	77·7	22·3	72·7
1884–85,	90·8	9·2	79·4	20·6	72·1
1885–86,	91·5	8·5	82·5	17·5	75·5
1886–87,	90·3	9·7	82·3	17·7	74·3
1887–88,	89·9	10·1	82·9	17·1	74·5
1888–89,	87·3	12·7	84·0	16·0	73·3
1889–90,	88·6	11·4	81·5	19·5	72·2
1890–91,	90·6	9·4	83·8	16·2	75·9
1891–92,	91·0	9·0	86·6	13·4	78·8
1892–93,	92·2	7·8	83·5	16·5	77·0
1893–94,	94·4	5·6	87·0	13·0	82·1

VI.—AGES OF THE STUDENTS WHO ENTERED IN THE SESSION OF 1893–94; AND OF ALL STUDENTS ON THE BOOKS OF THE COLLEGE. *Appendix A* Statistical Tables.

Age.	Number of New Students.	Per-centage.	Number of Students on the College Books.	Per-centage.
Under 16,	2	2·6	2	0·8
16 to 17,	7	9·1	7	2·8
17 to 18,	9	11·7	12	4·7
18 to 19,	20	25·9	30	11·9
19 to 20,	12	15·6	41	16·3
20 to 21,	8	10·4	31	12·3
Over 21,	19	24·7	129	57·2
Total,	77		252	

VII.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF THE MATRICULATED AND NON-MATRICULATED STUDENTS WHO ENTERED THE COLLEGE IN THE SESSION 1893–94.

Religious Denomination.	Number of Students.		
	Matriculated.	Non-Matriculated.	Total.
Roman Catholics,	41	2	43
Church of Ireland and England,	18	6	24
Presbyterians,	2	–	2
Wesleyans,	3	1	4
Other Denominations,	1	3	4
Total,	65	12	77

VIII.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF ALL THE STUDENTS ON THE COLLEGE BOOKS, CLASSIFIED ACCORDING TO ACADEMIC STANDING.

Religious Denomination.	Academic Standing of Matriculated Students.				Non-Matriculated Students.	Gross Total.	Net Total.
	First Year.	Second Year.	Third Year.	Fourth Year.			
Roman Catholics,	44	45	37	34	2	162	168
Church of Ireland and of England,	19	14	17	5	6	65	63
Presbyterians,	–	–	–	–	–	12	11
Wesleyans,	–	–	–	–	–	12	11
Other Denominations,	–	–	–	–	–	9	9
Total,	63	59	54	43	8	260	252

Appendix A. Statistical Tables.

IX.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Faculties.

Faculty.	Roman Catholics.			Church of Ireland.			Presbyterians.			Wesleyans.			Others	Total.
	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Total.	
Arts, ...	14	1	15	11	2	13	6	–	6	5	–	5	5	44
Law, ...	7	–	7	3	–	3	–	–	–	–	–	–	–	10
Medicine, . . .	132	1	133	43	3	46	6	–	6	7	1	8	2	195
School of Engineering, .	8	–	8	5	1	6	–	–	–	1	–	1	2	17
Gross Total, . .	–	–	163	–	–	68	–	–	12	–	–	14	9	266
Deduct No. attending Lectures in two Faculties, ...	–	–	5	–	–	5	–	–	1	–	–	3	–	14
True Total, . .	–	–	158	–	–	63	–	–	11	–	–	11	9	252

X.—Table showing the Religious Denominations of the Scholars and Exhibitioners in each Faculty.

Faculty.	Catholics.		Church of Ireland.		Presbyterians.		Wesleyans.		Other Denominations.		Total.	
	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.
Arts, ...	10	–	8	–	6	1	2	–	2	–	28	1
Law, ...	1	5	2	–	–	–	–	–	–	–	3	5
Medicine, . . .	6	9	1	–	1	1	–	–	–	–	8	10
School of Engineering,	1	–	–	–	–	–	1	–	–	–	2	–
Gross Total, . .	18	14	11	–	7	2	3	–	2	–	41	16
Deduct of Scholarships and Exhibitions held by one Student, . .	1	1	–	–	1	–	–	–	–	–	2	1
True Total, . .	17	13	11	–	6	2	3	–	2	–	39	15

XI.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS; THE NUMBER BELONGING TO EACH RELIGIOUS DENOMINATION; AND THE TOTAL NUMBER OF STUDENTS IN EACH SESSION FROM THE OPENING OF THE COLLEGE.

Appendix A. Statistical Tables.

ACADEMIC SESSION.	Matriculated Students.	Non-Matriculated Students.	Total No. of Students.	Roman Catholics.	Established Church or Church of Ireland.	Presbyterians.	Wesleyans.	Other Denominations.	Total No. of Students.
1849-50, . .	70	45	115	62	43	2	7	1	115
1850-51, . .	118	38	156	86	55	3	10	2	156
1851-52, . .	117	32	149	81	57	2	7	2	149
1852-53, . .	109	21	130	68	46	3	7	6	130
1853-54, . .	115	25	140	80	46	2	10	2	140
1854-55, . .	122	22	144	73	60	2	8	1	144
1855-56, . .	149	13	162	83	67	3	6	3	162
1856-57, . .	139	25	164	72	70	6	11	5	164
1857-58, . .	125	32	157	71	69	6	7	4	157
1858-59, . .	125	24	149	69	64	4	6	6	149
1859-60, . .	144	27	171	85	68	5	8	5	171
1860-61, . .	173	30	203	98	93	2	8	2	203
1861-62, . .	211	18	229	98	111	7	7	6	229
1862-63, . .	219	20	239	96	121	8	11	3	239
1863-64, . .	241	19	260	121	106	12	12	9	260
1864-65, . .	249	14	263	129	114	6	12	2	263
1865-66, . .	223	12	235	108	107	4	9	7	235
1866-67, . .	214	16	230	108	106	6	7	3	230
1867-68, . .	235	12	247	111	118	7	8	3	247
1868-69, . .	216	28	244	97	125	12	7	3	244
1869-70, . .	228	24	252	94	134	8	16		252
1870-71, . .	225	25	250	86	142	12	10		250
1871-72, . .	230	23	253	104	131	10	8		253
1872-73, . .	232	20	252	107	130	8	7		252
1873-74, . .	228	22	250	123	116	9	2		250
1874-75, . .	227	23	250	129	96	8	17		250
1875-76, . .	226	24	250	131	101	7	11		250
1876-77, . .	208	24	232	113	100	6	12	1	232
1877-78, . .	238	19	257	130	105	11	10	1	257
1878-79, . .	254	26	280	146	102	18	11	3	280
1879-80, . .	271	29	300	152	108	22	12	6	300
1880-81, . .	308	19	327	179	114	15	12	7	327
1881-82, . .	374	28	402	221	145	16	11	9	402
1882-83, . .	325	23	348	213	110	12	10	3	348
1883-84, . .	278	20	298	174	106	10	4	4	298
1884-85, . .	254	18	272	155	90	13	11	3	272
1885-86, . .	235	14	249	138	90	10	9	2	249
1886-87, . .	232	6	238	143	68	15	10	2	238
1887-88, . .	234	13	247	146	71	16	9	5	247
1888-89, . .	218	11	229	139	65	13	8	3	229
1889-90, . .	228	10	238	155	57	16	7	3	238
1890-91, . .	234	11	245	159	57	16	9	4	245
1891-92, . .	251	4	255	159	61	19	9	7	255
1892-93, . .	239	4	243	161	53	17	7	5	243
1893-94, . .	240	12	252	158	63	11	11	9	252

Appendix A.

Number of Scholarships in each Faculty, &c.

XII.—Table showing the Number of Scholarships in each Faculty, the Number Awarded, and the Number of Exhibitions Awarded.

Faculty.	Total No. of Scholarships.		No. of Scholarships awarded.		No. of Exhibitions awarded.
Arts—					
Junior Scholarships open to Students at Entrance,	10		9		–
Junior Scholarships open to Students of One Year's standing,	10	30	8	24	–
Junior Scholarships held by Students of Two Years' standing,	10		7		–
Senior Scholarships,	7		4		1
Law—					
Junior Scholarships,	3		3		4
Senior ,,	1		–		1
Medicine,	8		8		10
School of Engineering,	5		2		–
Total,	54		41		16

Subjects lectured on.

No. XIII.—Table containing the Names of the several Subjects lectured upon during the Session 1893–94, the number of Lectures given on each Subject, and the Total Number of Students attending the Classes in each Subject.

	No. of Lectures in each Subject.	Total No. of Students attending the Classes in each subject.
Greek,	283	7
Latin,	244	8
English Language and Literature and History,	200	23
French,	231	22
German,	69	2
Logic,	109	5
Metaphysics,	54	3
Political Economy,	55	4
Mathematics,	300	27
Natural Philosophy,	268	67
Chemistry, Systematic,	74	52
,, Practical,	99	53
Geology and Mineralogy,	52	5
*Zoology and Botany,	107	43
English Law,	63	9
Jurisprudence and Civil Law,	81	8
Anatomy and Physiology,	118	68
,, Practical,	158	116
†Practical Physiology and Histology,	35	25
Medicine,	66	31
Surgery,	66	27
Operative Surgery,	38	26
Midwifery,	67	30
Materia Medica,	66	34
Medical Jurisprudence,	34	27
Engineering,	300	13
Pathology, Systematic,	26	16
,, Practical,	36	16
Practical Pharmacy,	22	23

* There was a separate class in Practical Zoology and Botany.
† Each lecture lasted about two hours.

B.—VISITORS, CORPORATE BODY, COUNCIL, AND OFFICERS.

Appendix B.

Names of Visitors.

No. XIV.

Visitors.

The Right Honourable the Chief Secretary for Ireland.
The Right Honourable Mr. Justice Holmes.
The Right Honourable Mr. Justice O'Brien.
The Moderator of the General Assembly of the Presbyterian Church in Ireland.
The President of the King's and Queen's College of Physicians.
The President of the Royal College of Surgeons.

The Corporate Body.

Corporate Body, College Council, &c.

President—James W. Slattery, M.A., LL.D.

Professors.

The Greek Language,	William Ridgeway, M.A., Prof. Archæology, Cambridge, Fellow of Gonville and Caius College, Cantab., Memb. Council Philolog. Soc.
The Latin Language,	Bunnell Lewis, M.A., F.S.A.
Mathematics,	A. H. Anglin, M.A., LL.D., F.R.S.E.
Natural Philosophy,	John England, M.A., Ex. R.U.I.
History and English Literature,	George F. Savage-Armstrong, M.A., F.R.U.I.
Mental and Social Science,	George J. Stokes, M.A.
Chemistry,	Augustus E. Dixon, M.D., F.C.S.
Natural History,	Marcus M. Hartog, M.A., D.Sc., F.R.U.I.
Modern Languages,	Owen O'Ryan, D.Lit., F.R.U.I.
English Law,	Ralph Brereton Barry, B.A.
Anatomy and Physiology,	J. J. Charles, M.A., D.Sc., M.D., M.Ch., Med. F.R.U.I.
Medicine,	Edward R. Townsend, B.A., M.D.
Surgery,	Stephen O'Sullivan, M.D., M.Ch., F.R.C.S.I.
Materia Medica,	C. Yelverton Pearson, M.D., M.Ch.
Midwifery,	Henry Corby, B.A., M.D.
Engineering,	Alexander Jack, M.A., D.Sc., Ex. R.U.I.

The College Council.

The President.

Professor O'Ryan.	Professor Jack.	Professor Stokes.
,, Corby.	,, Ridgeway.	,, Hartog.

Officers.

Registrar,	Alexander Jack, M.A., D.Sc.
Bursar,	Lt.-Col. Wm. R. Jenney (retired).
Librarian,	Owen O'Ryan, D.Lit.

Lecturers.

Medical Jurisprudence,	C. Yelverton Pearson, M.D., M.Ch.
Psychological Medicine,	Oscar Woods, M.D. (Dub.), L.R.C.S.I.
Hygiene,	Denis D. Donovan, L.R.C.P. & S. (Edin.).
Pathology,	Jeremiah Cotter, M.D.
Ophthalmology and Otology,	Arthur W. Sandford, M.D., M.Ch.
Architecture,	Arthur Hill, M.R.I.B.A.
Assistant to Professor of Chemistry,	Daniel J. O'Mahony.
Assistant in Crawford Observatory,	James Porter, B.E.
Curator of Medical Museums and Instruments,	Jeremiah Cotter, M.D.
Demonstrator of Anatomy,	William M'Math.

Steward and Superintendent of Botanic Garden, . . John Sullivan.

Appendix B.

Names of Scholars and Exhibitioners.

No. XV.—Scholars and Exhibitioners for the Session 1893-94.

Faculty of Arts.

Senior Scholars.

Languages, Literatures and Histories of Ancient Greece and Rome.	James Nevin, Assoc. Q.C.C.
Mental and Social Science, . . .	Joseph P. O'Sullivan, Assoc. Q.C.C.
History, Political Economy, and Jurisprudence.	Richard S. Ryce, B.A.

Exhibitioner:—

William Robinson, B.A.

Chemistry & Experimental Physics, Thomas H. Gloster, B.A.

Junior Scholars.

Third Year.

In Literature.	In Science.
Group A.—Osborne J. Bergin.	John Power.
Kyran H. White.	Patrick J. Carroll.
William George Lundie.	
Group B.—Robert T. Booth.	
Mary Ahern.	

Second Year.

In Literature.	In Science.
Group A.—James M. Burke.	Stephen B. Kelleher.
Henry Fergusson Shepherd.	David M'Cay.
Group B.—Stephen B. Kelleher.	William J. Bannister.
Joseph Dorgan.	Mary Jane Park.

First Year.

In Literature.	In Science.
Group A.—Henry Blair Dale.	Henry Blair Dale.
William Lapsley.	(*William Steele*).
Thomas A. W. Drought.	Francis John Allen.
Arthur B. Franklin.	David Kernohan.
	(*Arthur B. Franklin*).
Group B.—William Steele.	Edward Sheehy.

Department of Engineering.

First Year

Michael Murphy.	Samuel Walker.

Faculty of Law.

Senior Exhibitioner.

John Joseph Magrath.

Junior Scholars.

Third Year.

Cornelius Lyhane.

Second Year.

Charles H. Denroche.

First Year.

Charles James Lane.

Exhibitioners:—

David J. J. M'Donnell. | Maurice Cosgrave.
Patrick Magrath. | Luke Stack.

Faculty of Medicine.

Fourth Year.

John Dundon. | Jeremiah O'Callaghan.

Third Year

Andrew A. F. M'Ardle. | Denis P. Fitzgerald, B.A.

Exhibitioner:—

Patrick Sheehan.

Second Year.

George Ross. | Edwin J. Butler.

Exhibitioners:—

William Hartnett. | Lucy Eleanor Smith.

First Year.

In Literature:—

John J. O'Mahony. | John Thornhill.

Exhibitioners:—

James Young. | James J. M. O'Connor.
Andrew Murphy. | Joseph P. Dee.

Exhibitioners in Practical Medicine, Surgery, and Midwifery.

Practical Medicine, ... David Barry.
" Surgery, ... John Dundon.
" Midwifery, ... Timothy J. O'Meara.

Appendix B.

Names of the Students awarded Prizes and Certificates at the Sessional Examinations, 1894.

No. XVI.—Students who were awarded Prizes and Certificates at the Sessional Examinations, 1894.

Faculty of Arts.

Third Year.

Greek,	1. Bergin, Osborne J.,	Prize.
	2. White, Kyran Hutchinson,	,,
Latin,	1. Bergin, Osborne J.,	,,
	2. White, Kyran Hutchinson,	Certificate.
History,	1. Lundie, William George,	Prize.
Metaphysics,	1. Carroll, Patrick J.,	,,
Political Economy,	1. Lundie, William George,	,,
	2. Carroll, Patrick J.,	,,
Jurisprudence,	1. Lundie, William George,	,,

Second Year.

Greek,	1. Burke, James M.,	Prize.
Latin,	1. Burke, James M.,	,,
	2. Shepherd, Henry Fergusson,	Certificate.
English,	1. Burke, James M.,	Prize.
	2. Park, Mary Jane,	,,
	3. Shepherd, Henry Fergusson,	,,
French,	1. Kelleher, Stephen B.,	,,
Mathematics,	1. Kelleher, Stephen B.,	,,
Mathematical Physics,	1. Kelleher, Stephen B.,	,,
Experimental Physics,	1. Kelleher, Stephen B.,	,,
	2. M'Cay, David,	,,
Logic,	1. Burke, James M.,	,,
Chemistry,	1 M'Cay. David,	,,

First Year.

Greek,	1. ( )	Prize.
	2. Drought, Thomas A. W.,	,,
	3. Dale, Henry B.,	,,
Latin,	1. Dale, Henry B.,	,,
English,	1. Lapsley, William,	,,
	2. Allen, Francis John,	,,
	3. Dale, Henry B.,	,,
	4. Kernohan, David,	Certificate.
	5. Sheehy, Edward,	,,
French,	1. Drought, Thomas A. W.,	Prize.
	2. (*See* School of Engineering).	
	3. Franklin, Arthur B.,	,,
	4. {Steele, William, (*See* School of Engineering).}	,,
	5. Allen, Francis J.,	,,
Mathematics,	1. {Steele, William, (*See* School of Engineering).}	,,
	2. Dale, Henry B.,	,,
Experimental Physics,	1. Steele, William,	,,

School of Engineering.

Geology,	1. Pearson, Richard,	Prize.
	2. Jackson, Robert D.,	,,
French,	1. (*See* Faculty of Arts).	
	2. Murphy, Michael,	,,
	3. (*See* Faculty of Arts).	
	4. {(*See* Faculty of Arts). O'Flynn, Bartholomew,}	,,
Mathematics,	1. {Murphy, Michael, (*See* Faculty of Arts).}	,,
Chemistry,	1. O'Flynn, Bartholomew,	,,
	2. Murphy, Michael,	,,
Geometrical Drawing,	1. Murphy, Michael,	,,
	2. O'Flynn, Bartholomew,	,,
Surveying, &c., &c.,	1. Jackson, Robert D.,	,,
	2. Pearson, Richard,	,,
Office Work (First Year),	1. O'Flynn, Bartholomew,	,,
,, (Third year),	1. Potter, Harry V.,	,,

Appendix B.

Names of the Students awarded Prizes and Certificates at the Sessional Examinations, 1894.

Faculty of Law.

Jurisprudence, . .	1. Stack, Luke,	Prize.
Civil Law, . . .	1. Denroche, Charles H.,	,,
English Law (Third Year),	1. Lyhane, Cornelius,	,,
,, (Second Year),	1. Denroche, Charles H.,	,,
,, (First Year),	1. M'Donnell, D. J. J.,	,,
	2. Stack, Luke,	,,

Faculty of Medicine.

Natural Philosophy, .	1. O'Connor, J. J. M.,	Prize.
Zoology, . . .	1. O'Mahony, J. J.,	,,
Botany, . . .	1. M'Cay, David,	,,
	2. O'Mahony, J. J.,	,,
Chemistry, . . .	1. Baskin, J. L.,	,,
	2. Walsh, F. P.,	,,
Practical Chemistry—		
(Section I.),	1. Ross, George,	,,
	2. Hartnett, William,	,,
,, (Section II.),	1. Butler, E. J.,	,,
,, (Section III.),	1. Tobin, John,	,,
Materia Medica, . .	1. Baskin, J. L.,	,,
Practical Anatomy—		
(Third Division),	1. M'Ardle, A. A. F.,	,,
	2. Fitzgerald, D. P., B.A.,	,,
,, (Second Division),	1. Ross, George,	,,
	2. Booth, R. T.,	,,
,, (First Division),	1. Butler, E. J.,	,,
Anatomy and Physiology—		
(Senior Division),	1. M'Ardle, A. A. F.,	,,
	2. Fitzgerald, D. P., B.A.,	,,
,, (Junior Division),	1. Ross, George,	,,
	2. Booth, R. T.,	Certificate.
Practical Physiology and Histology, . .	1. M'Ardle, A. A. F.,	Prize.
Practice of Medicine, .	1. Fitzgerald, D. P., B.A.,	,,
	2. M'Ardle, A. A. F.,	,,
	3. Sheehan, Patrick,	,,
Surgery, ...	1. M'Ardle, A. A. F.,	,,
Midwifery, . . .	1. O'Meara, T. J.,	,,
	2. Dundon, John,	,,
	3. O'Callaghan, Jeremiah,	,,
	4. Clarke, James A.,	Certificate.
	5. Sheehan, Patrick,	,,
Practical Pharmacy, .	1. ( ).	
	2. M'Ardle, A. A. F.,	Prize.
Medical Jurisprudence, .	1. O'Meara, T. J.,	,,
	2. Dundon, John,	,,
	3. Clarke, James A.	,,

Prize in Pathology, .	1. O'Meara, T. J.	
(Additional), .	2. Moore, A. E.	
,, .	3. Barry, D.	

Prize in Ancient History, ... White, Kyran Hutchinson

New Shakspere Society's Prize, . . . Robinson, William, B.A.

Appendix B.

Names of the Students who obtained Honours at the Royal University of Ireland in 1893.

XVII.—Students who obtained Honours at the Examinations of the Royal University of Ireland in 1893.

Faculty of Arts.

First University Examination.

Honours.

Latin,	*Kelleher, Stephen B.,	1st Class Honour.
	*Burke, James M.,	2nd Class ,,
French,	*Kelleher, Stephen B.,	1st Class ,,
	Horgan, Cornelius,	2nd Class ,,
English,	*Kelleher, Stephen B.,	1st Class ,,
	*Burke, James M.,	1st Class ,,
Mathematics,	*Kelleher, Stephen B.,	2nd Class ,,
Experimental Physics,	*Kelleher, Stephen B.,	1st Class ,,
Exhibitions,	*Kelleher, Stephen B.,	1st Class Exhibition.
	*Burke, James M.,	2nd Class ,,

*Also entered from Christian Brothers' College, Cork.

Second University Examination.

Honours.

Latin,	Bergin, Osborne J.,	2nd Class Honour.
Greek,	Bergin, Osborne J.,	,, ,,
Chemistry,	†Finucane, Thomas,	,, ,,
	†M'Ardle, Andrew A. F.,	,, ,,
Biology,	†M'Ardle, Andrew A. F.,	,, ,,
	†Finucane, Thomas,	,, ,,

† Also entered from Presentation College, Cork.

Degree of B.A.

Exhibitions,	Gloster, Thomas H.,	2nd Class Exhibition.
	Ryce, Richard S.,	,, ,,

Honours.

History, Political Economy, and Jurisprudence,	Ryce, Richard S.,	2nd Class Honour.
	Lyhane, Cornelius,	,, ,,
Experimental Physics and Chemistry,	Gloster, Thomas H.,	,, ,,
Exhibitions,	Gloster, Thomas H.,	2nd Class Exhibition.
	Ryce, Richard S.,	,, ,,

Faculty of Medicine.

First Examination in Medicine.

Autumn.

Honours.

Botany,	Charles, Godfrey E.,	2nd Class Honour.
Zoology,	Charles, Godfrey E.,	1st Class ,,
Experimental Physics,	Charles, Godfrey E.,	,, ,,
Exhibition,	Charles, Godfrey E.,	1st Class Exhibition.

Second Examination in Medicine.

Autumn.

M'Ardle, Andrew A. F.,	2nd Class Honour and 2nd Class Exhibition.
M'Kenna, Francis J. L. P.,	Upper Pass Division.
Welply, George C.,	,, ,,

Third Examination in Medicine.

Spring.

Dundon, John,	1st Class Honour and 1st Class Exhibition.
O'Meara, Timothy J.,	2nd Class Honour.
O'Callaghan, Jeremiah,	Upper Pass Division.

Autumn.

Clarke, James A.,	Upper Pass Division.

C.—RECEIPTS, EXPENDITURE, SALARIES, FEES.

Appendix C.

Abstract of the Receipts and Expenditure.

No. XVIII.—Abstract of the Receipts and Expenditure of Queen's College, Cork, from 1st April, 1893, to 31st March, 1894.

Dr.	Receipts.	£	s.	d.
To Balance on 1st April, 1893,		2,111	15	2
„ Grant from Consolidated Fund,		6,864	18	6
„ Grant in aid of maintenance,		1,600	0	0
„ Grant in aid of Professors' Salaries,		49	5	0
„ College Fees and Fines,		124	8	2
„ Professors' Class Fees,		1,883	10	0
„ Miscellaneous Receipts,		3	8	9
„ Library Deposits,		39	0	0
„ Dividend on £1,156 19*s.* 9*d.* the Blayney Fund,		—		
	Total Receipts,	£12,676	5	7

Cr.	Expenditure.			£	s.	d.
By Salaries of President, Professors, and Officers,				£4,813	14	6
„ Scholarships, Prizes, and Exhibitions,				1,223	16	8
„ Minor Officers, College Attendants, Gardeners, &c.,				574	16	0
„ Maintenance, out of Grant in aid, College Fees and Fines (details given below),				1,707	12	2
„ Class Fees,				1,865	10	0
„ Library Deposits repaid to Students,				40	0	0
„ From lapsed Balances in aid of Scientific Apparatus, Library, Museums, &c.:—						
Apparatus—Anatomical and Physiological,		£62	15	0		
„ Physical,		22	12	0		
„ Pathological,		4	12	0		
„ Chemical,		24	14	7		
„ Engineering,		35	5	9		
Library—Binding,		5	7	3		
Purchase of Ground,		460	0	0		
				618	9	7
„ Crawford Observatory Fund,				100	0	0
„ Miscellaneous,				3	8	7
	Total Expenditure,			£10,947	7	6

	Balances.					
„ Consolidated Fund Grant,		£970	4	10		
„ Special Fund,		1	10	10		
„ Library Deposits,		47	0	0		
„ Blayney Fund,		—				
„ Fees and Fines,		199	1	9		
„ Sums for special services allotted by authority,		328	2	7		
„ Crawford Observatory Fund,		182	18	1		
					1,728	18 1
	Total Balances and Expenditure,				£12,676	5 7

Appendix C.

Abstract of the Receipts and Expenditure.

ACCOUNT OF EXPENDITURE OF GRANT IN AID OF MAINTENANCE AND OF COLLEGE FEES AND FINES AND MISCELLANEOUS RECEIPTS.

To Library,			£325 5 6
„ Laboratories—			
Chemical,	£184 10 5		
Physical,	132 16 11		
Medical,	172 0 10		
Natural History,	11 10 6		
Engineering,	19 10 6		
		520 9 2	
„ Museums—			
Anatomical,	12 10 5		
Salary of Curator,	30 0 0		
		42 10 5	
„ Printing, Stationery, and Advertising,			189 17 11
„ Heating and Lighting,			338 11 10
„ Botanic Garden and Grounds,			150 19 7
„ Miscellaneous—			
Attendants' Clothing,	57 11 0		
Water Supply,	12 12 0		
Incidental Expenditure,	62 14 8		
Postage,	5 12 1		
Travelling,	1 8 0		
Fees returned to Students,	—		
		139 17 9	
Total,			£1,707 12 2

Queen's College, Cork,
31st March, 1894.

W. R. Jenney, Lieut.-Col.,
Bursar.

Salaries and Emoluments of Professorships.

No. XIX.—Salaries and Emoluments of Professors and Officers, 1893–94.

—	Appointed.	Salary.	Class Fees.	Total.
		£	£ s.	£ s.
Greek Language,	1883	322	8 0	330 0
Latin „	1849	322	11 0	333 0 (*a*)
Mathematics,	1889	322	36 0	358 0
Natural Philosophy,	1853	322	140 10	462 10
History and English Literature,	1872	322	21 10	343 10
Mental and Social Science,	1883	322	38 0	360 0
Chemistry,	1891	292	264 10	556 10
Natural History,	1882	292	232 0	524 0
Modern Languages,	1879	212	34 0	246 0 (*c*)
Anatomy and Physiology,	1875	212	561 10	773 10 (*b*)
Medicine,	1889	130	59 0	189 0
Surgery,	1881	130	102 0	232 0
Materia Medica,	1884	130	106 0	236 0
Midwifery,	1884	130	57 10	187 10
Engineering,	1855	290	38 10	328 10 (*c*)
Lecturer on Medical Jurisprudence,	—	—	52 0	52 0
English Law,	1884	150	12 0	162 0
Officers:—				
Registrar,	1876	75	—	75 0
Bursar,	1888	75	—	75 0
Librarian,	1887	75	—	75 0

(*a*.) The present Professor of Latin, not having accepted the new Charter of 1863, receives only £250 per annum from endowment, and has not acted as University Examiner.
(*b*.) Out of which the Professor has to provide for the salaries of his Demonstrators.
(*c*.) The Professor of Engineering as Registrar, and the Professor of Modern Languages as Librarian, each receive £75 per annum.

W. R. Jenney, Lieut.-Colonel,
Bursar.

Queen's College, Cork,
31st March, 1894.

Appendix D.

Donations to Library.

D.—DONATIONS.

Donations to Library.

Accademia Dei Lincei, Rome: Rendiconti. *Received regularly.*

Annuario della Università, Padova. 8vo; 1894.
From the Rector of the University of Padua.

Army Medical Department, Reports for 1891 and 1892.
From the Department.

Bashforth, F.: A Description of a Machine for finding the Numerical Roots of Equations and tracing a variety of useful Curves.
Pamphlet, from the Author.

Bower, F. O.: Practical Botany. 8vo; 1894.
From Macmillan and Co.

Briggs and Bryan: An Elementary Text Book of Mechanics. 8vo; 1894.
From the General Editor, University Correspondence Press.

British Museum:

- Catalogue of Birds. Vols. XXI., XXII., XXIII.
- Catalogue of the Game Birds.
- Catalogue of Snakes. Vol. I.
- Catalogue of Madrepovarian Corals. Vol. I.
- Catalogue of the Mesozoic Plants of the Wealden.
- Catalogue of British Lichens. Part I.
- Catalogue of English Coins: *Anglo-Saxon Series.* Vol. II.
- Catalogue of Chinese Coins.
- Catalogue of Romances. Vol. II.
- Catalogue of Spanish Manuscripts. Vol. IV.
- Catalogue of Cuneiform Manuscripts. Vol. III.
- Catalogue of Sanskrit, Pali, and Prakrit Books.
- Catalogue of Vases. Vol. II.
- Catalogue of Fans and Fan-Leaves.
- Descriptive List of Hebrew and Samaritan Manuscripts.
- Index of Artists, in the Department of Prints and Drawings.

From the Trustees of the British Museum.

Caesar: Tales of the Civil War (Keene). 12mo; 1894.
By Macmillan and Co.

Catalogue of the Library of the Royal Institution of Great Britain. Two Vols. *Presented by the Royal Institution.*

Calendar of the Royal College of Surgeons, England, 1893–94.

Calendar of Owens College, 1893–94.

Calendar of the Mason Science College, Birmingham, 1893–94.

Calendar of the University of Durham, 1893–94.

Calendar of University College, Nottingham, 1893–94.

Calendar of University College, North Wales, 1893–94.

Calendar of University College, Bristol, 1893–94.

Calendar of Aberdeen University, 1893–94.

Appendix D.

Donations to Library.

Calendar of Edinburgh University, 1893–94.

Calendar of Glasgow University, 1893–94.

Calendar of Melbourne University, 1893–94.

Calendar of Queen's College, Belfast, 1893–94.

Cambridge Philosophical Society:

Transactions. Vol. XV. Part 4. 1894.

Proceedings. Vol. VIII. Part 1–2. 1894.

From the Society.

Canada, Geological Survey of:

Report for 1890–91. Two parts with Maps.

Catalogue of a Stratigraphical Collection of Rocks.

From the Director of the Geological Survey.

Royal Society of: Proceedings and Transactions for 1892. Vol. X.

From the Society.

Cannan, E.: Political Economy, Elementary. 12mo; 1893.

By the Author.

China-Imperial Maritime Customs:

Customs Gazette, Nos. 97, 98, 99, and 100, for 1893 and 1894.

Medical Reports, 38th, 39th, and 40th issues, for 1894.

List of the Chinese Lighthouses, &c. (21st issue), for 1894.

Presented by the Inspector General of Customs, Shanghai.

Cicero: Pro Milone (Colson). 12mo; 1894.

By Macmillan and Co.

Curtius, Quintus: Selections (Coverly Smith). 12mo; 1894.

By Macmillan and Co.

Department of Science and Art:

Japanese Art.

Catalogue of National Gallery of British Art. Parts I.–II. Oil Paintings and Water-colors.

Catalogue of Paintings, Manuscripts, &c. (Foster collection).

Catalogue of Education Library, South Kensington.

Calendar of the Department of Science and Art, for 1894.

Report of the Department of Science and Art for 1893.

Prospectus of the Royal College of Science, and the Royal School of Mines, London, for 1894–95.

From the Department of Science and Art.

Dixon, A. E.: Papers on Chemical Subjects. 8vo; 1894.

By the Author.

Dryden: Satires (Collins). 8vo; 1894.

By Macmillan and Co.

Estadistica Escolar de la Republica del Uruguay al áno, 1892.

Royal 8vo; Montevideo, 1894.

From the Director of Public Instruction.

Fay, Ed. Allen: Histories of the American Schools for the Deaf. Three Vols. 8vo; Washington, 1893.

From the Volta Bureau.

French, A. D. W.: The Frenches of Scotland; or Notes on the Surnames of Francus, Frances, French, &c., in Scotland. 8vo; Boston, 1893.
By the Author.

Goyen, P.: Principles of English Composition. 8vo; 1894.
By Macmillan and Co.

Hall and Knight: Elementary Trigonometry. 12mo; 1894.
By Macmillan and Co.

Hauff, W.: Das Wirtshaus Im Spessart. (Fasnacht). 12mo; 1893.
By Macmillan and Co.

Hickie, G.: Greek-English Lexicon to the New Testament.
By Macmillan and Co.

Homer: Iliad. Book VI.
„ „ „ XXIV. } 12mo; 1894.
By Macmillan and Co.

India:

Records of the Geological Survey.

Vol. XXVI. Parts 1, 2, 3, 4.

Vol. XXVII. Part 1.

Palaeontologica Indica. Series IX. Jurassic Fauna of Cutch. Vol. II.
From the Director of the Geological Survey.

A Manual of the Geology of India. By R. D. Oldham (2nd edition). 8vo; Calcutta, 1893.
From the Director of the Geological Survey.

Constable's Oriental Miscellany. Vol. V., in two parts. Rambles, and Recollections of an Indian Official. 8vo; 1893.
From the Secretary of State for India.

Sacred Books of the East. Vol. XLI. By Max Müller.
From the Secretary of State for India.

Institute of Architects:

Journal of the. Third Series, Nos. 1–14.
From the Institute.

Institution of Civil Engineers:

Minutes of Proceedings. Vols. CXII., CXIII., CXIV., CXV.
From the Institution.

International Maritime Congress, London, 1893:

Minutes and Proceedings. Sections I.–IV.

General Report.

Ivanoff, A.:

Russian Grammar. Translated for the Use of English Students. By W. E. Gowan. 8vo; London, 1894.
From the Publisher.

Local Government Board:

Twenty-first Annual Report, 1891–2.

Supplemental Report on the Influenza Epidemic, 1891–1893.
From the Local Government Board.

Macaulay: Warren Hastings. 8vo; 1894.

„ Lord Clive. 8vo; 1894.
From Macmillan and Co.

Appendix D.

Donations to Library.

Madden, Thomas M. :

Genealogical, Historical, and Family Records of the O'Maddens of Hy-Many and their Descendants. 8vo ; Dublin, 1894.
From the Editor.

Merimée, P. : Colomba (Fasnacht). 12mo ; 1894.
By Macmillan and Co.

Minerva : Jahrbuch der Gelehrten Welte. (Calendar of the Principal Universities in the World for 1893–94). (Kekula and Trübner).
From the Publisher.

Müller, Max : Sacred Books of the East. Vol. XLI.
From the Secretary of State for India.

Munro, J. E. C. : Commercial Law. 8vo ; 1893.
By Macmillan and Co.

Navy : Statistical Report on the Health of the. For 1892.
From the Admiralty.

Quarterly Returns of Births, Deaths, and Marriages.
By the Registrar General.

Records of the Tercentenary Festival of the University of Dublin, held 5th–8th July, 1894. 4to ; Dublin, 1894.
By the Provost and Senior Fellows of Trinity College, Dublin.

Roscoe and Lunt : Inorganic Chemistry for Beginners. 8vo ; 1893.
By Macmillan and Co.

Royal Irish Academy :

Transactions. Vol. XXX. Parts 5–12.

Proceedings. Vol. II. Nos. 4–5.

„ Vol. III. Nos. 1–2.

Todd Lectures. Vol. V.

From the Academy.

Royal Academy of Medicine in Ireland :

Transactions. Vol. XI. 1893.

From the Royal Academy.

Royal Society of London :

Philosophical Transactions. Vol. CLXXXIV. Two Parts.

Proceedings, Nos. 320–333.

From the Royal Society.

Searight, W. : In Memoriam :

In Loving Memory of a Revered Father, &c. 8vo ; 1893.
By the Author.

Shakespeare : Henry IV. Two parts. 12mo ; 1894.

„ Romeo and Juliet. 12mo ; 1894.
By Macmillan and Co.

Terence : Adelphoe (Ashmore). 12mo ; 1894.
By Macmillan and Co.

Times (The) : Register of Events for 1891 and 1893.
From the Editor.

Thucydides : Book VII. (Marchant). 12mo ; 1894.
By Macmillan and Co.

United States of America:

Coast and Geodetic Survey.

Bulletin 26—Fundamental Standards of Length and Mass.
„ 27—Variations of Latitude.
„ 28—The Constant of A.
„ 29—Methods and Results of the Coast and Geodetic Survey.
„ 30—Units of Electrical Measure.

Geological Survey:
Eleventh Report. Parts I.–II.
From the Director of the Survey.

Department of Agriculture:
Bulletin No. 3—Hawks and Owls of the United States.
„ 4—Prairie Ground Squirrels.
„ 7—Fauna of North America.
From the Department.

Bureau of Education:
Abnormal Man.
Education in Alaska, 1889–90, and 1890–91.
From the Education Department.

Bureau of Ethnology:
Eighth and Ninth Annual Reports to the Secretary of the Smithsonian Institute, 1886–87, and 1887–88.
4to; Washington, 1893.
From the Smithsonian Institute.

Report of Commissioner of Education for 1889–90. Parts I.–II. 1893.
From the Education Department.

Memoirs of the National Academy of Sciences, Washington. Vol. VI. 1893. *From the Academy.*

Register of the University of California for 1893–94.
From the University.

Iowa Geological Survey: First Annual Report. Vol. I. for 1892.
From the State Geologist of Iowa.

Minnesota Geological and Natural History Survey:
Bulletin No. 8. *From the State Geologist of Minnesota.*

Smithsonian Institute:
Miscellaneous Collections. Vol. XXXVI. 1893.
Report of the Smithsonian Institute for 189 .
Meteorological Tables. 1893.
The Internal Work of the Wind. 1893.
Bibliography of the Chinookan Language.
From the Smithsonian Institute, Washington, U.S.A.

Usher, R. J.: Birds of County Cork. 8vo; 1894.
By the Author.

Weekly Returns of Births, Deaths, and Marriages.
By the Registrar General.

Welch and Duffield: Exercises in Unseen Translation.
By Macmillan and Co.

Xenophon: Cyropædia (Keene). 12mo; 1894.
By Macmillan and Co.

Appendix D,

Donations to Museum, &c.

No. XXI.—Donations to Museums.

The Director, Royal Botanic Gardens, Calcutta, Surgeon-Captain H. A. Cummins:
Collection of Dried Plants from India.

F. Sikes, Esq.:
Stuffed Birds from Ceylon.

R. Hartland, Esq., M.B.:
Animals in Spirits.

——————— Iron Works, Swansea:
Specimens illustrating Copper Smelting.

W. Ashley Cummins, Esq., M.D.:
Collection of Indian Seeds.

David Prain, Esq., Curator R. Botanic Gardens, Calcutta:
Collection of Dried Plants.

Messrs. Arthur Lee and Brothers, Canon's Marsh, Bristol:
Collection of Specimens of Marbles.

D. J. O'Mahony, F.C.S.:
Corundum Pebbles from Burmah.
Artificial Rubies made by M. Fremy.

Dr. Dalton:
Leptania Nodules.

Mrs. Cade:
Collection of Cuttings of Sugar Cane.

Anatomical and Pathological Museum.

	Specimens.
Dr. H. M'Naughton Jones,	7
Dr. Pearson,	1
Dr. Holmes,	1
Dr. Shipsey,	1
Dr. L. O'Sullivan,	4
Dr. M'Math,	7
Dr. Dahrhott,	1
Dr. Hobart,	3
Dr. Cotter,	3
Dr. Dalton,	1
Total,	29

J. Cotter, Curator.

DUBLIN: Printed for Her Majesty's Stationery Office,
By Alex. Thom & Co. (Limited), 87, 88, & 89, Abbey-street,
The Queen's Printing Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1893–94.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEXANDER THOM & CO. (LIMITED).

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1894.

[C.—7469.] *Price* 1½*d.*

CONTENTS.

Page

REPORT, ... 5

Appendix A.

I.—Return showing the Number of Students who entered Queen's College, Galway, in the Session 1893–94, ... 9

II.—Return showing the total number of Students in attendance during the Session 1893–94, their Religious Persuasions, and their Distribution among the Faculties, ... 9

III.—Numbers and Religious Persuasions of Students who have entered the Queen's College, Galway, in each year from its opening, . . . 10

IV.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening, . . 11

V.—Return showing the Locality of Students present during the Session 1893–94, according to Provinces, and from elsewhere than Ireland, . 12

VI.—Return showing the Average Ages of the Students present during the Session 1893–94, ... 12

VII.—Table containing the Names of the several Subjects Lectured upon during the Session 1893–94, the Number of Lectures given on each Subject, and the Number of Students attending the Classes in each Subject, . 12

VIII.—Names of Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors at the Examinations of the Royal University of Ireland, in June and October Commencements in 1893, . . . 13

Appendix B.

Return showing List of Professors and Officers in the College, Date of Appointment, their Salaries, and Emoluments as Statutable University Examiners, or from College Fees, ... 15

Appendix C.

Account of the Receipts and Expenditure of the College for the year ended 31st March, 1894, ... 16

THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1893–94.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY.

In accordance with the provisions of the Act of Parliament founding the Queen's Colleges, I have the honour of submitting to Your Majesty the following Report of the proceedings and condition of the Queen's College, Galway, for the Session 1893–94.

In the returns, which are furnished every year in the Appendix to the Report, detailed information will be found of the condition and working of the College in each year since it was opened for the reception of Students in 1849.

During the present Session one hundred and twenty Students have been attending lectures, distributed as follows:—

In the Faculty of Arts the Students numbered . . .	59;
In the Faculty of Medicine	46;
In the Faculty of Law	8;
In the Department of Engineering	22.

(See Appendix, page 9).

At the Examinations of the Royal University during the past year, some of the highest distinctions in the Faculties of Arts, Medicine, and Engineering were obtained by Students of this College; including a Special Prize of £60 for distinguished answering in the department of Mathematical and Experimental Physics at the M.A. Examination. I may further mention that, since the date of my last Report, several men who had proceeded from this College have attained important positions in other Universities and in different branches of the Public Service. I only notice those who, having received their entire undergraduate education here, are in the fullest sense Galway men:—

Sir Antony P. Macdonnell, K.C.S.I. was nominated a member of the Council of the Viceroy of India; Mr. Thomas Emerson, B.A., obtained a place in the Civil Service of India; Dr. W. H. Thompson was appointed Professor of Physiology in Queen's College, Belfast; Mr. W. Kennedy was awarded two Gold Medals in Classics and in Logic and Ethics, respectively, at the Degree Examination, also the Berkeley Medal for Greek, in the Dublin University; Mr. W. Gannon, M.A. having held for two years a Scholarship for Research under Her Majesty's Commissioners for the Exhibition of 1851, has been appointed Lecturer and Demonstrator in Physics at the Owens College, Manchester; The Commissioners have just nominated Mr. McClelland to a similar Scholarship for 1894-95; Mr. O'Hara and Mr. Barniville obtained by competition the rank of District Inspector of Constabulary.

With regard to the Medical School I have to report that the Professors have been engaged for some years in the arduous task of counteracting the check which their School, in common with the other Medical Schools of the Queen's University, experienced in the dissolution of that University in 1882. They hope by unremitting attention to the efficient working of every department,—especially to that practical and laboratory work which is becoming so important a feature of the modern Medical curriculum,—to maintain in the open competitive system of the Royal University the good repute which their School enjoyed when it was a constituent part of the Queen's University, and favoured by its residential conditions. They are encouraged by the fact that the highest distinction in Medicine open in the Royal University—the "Travelling Scholarship"—was twice awarded to Students of this College, as well as by a record of successes in fair proportion

to relative numbers at examinations for Commissions in the Army, Navy, and Indian services. The progress of the Medical School has been materially aided by the facilities now afforded by the new Galway Hospital, founded by Act of Parliament in 1892. Arrangements have been made by the Medical Professors for the instruction of Students at the Union and Fever Hospitals, and at the Galway Dispensary. The opportunities thereby afforded have placed the Clinical teaching on a satisfactory basis, and have received the recognition of the Licensing Bodies in Medicine.

The Department of Engineering, to which I referred with satisfaction in my last Report, has maintained its progress during the present session—the Students numbering twenty-two. The extension of Railways and other works of public utility now proceeding in the West of Ireland afford large facilities for that practical training which must always form a most important part of the education of an Engineering Student, and which can best qualify him to grapple successfully with those difficult problems that will frequently arise in the future practice of his profession. I fully appreciate the importance of the works to which I have adverted, for the promotion of Collegiate interests; but I would fain regard them also in a larger and more generous light, as calculated to advance that material and industrial development which is universally recognised as the primary and pressing need of this province.

Before the commencement of the Session, Dr. Allman, F.R.S., resigned the Professorship of Mathematics after a tenure of nearly forty years; vacating at the same time the office of Bursar and his seat on the College Council, which he had occupied for thirty years. The Council and the Corporate Body placed on record their deep sense of the services which in these various capacities he had rendered to the College. Mr. Alfred C. Dixon, Senior Wrangler, Fellow of Trinity College, Cambridge, succeeded Dr. Allman in the Chair of Mathematics.

Testified by Your Majesty's dutiful servant,

THOMAS W. MOFFETT, *President.*

3rd July, 1894.

APPENDIX.

APPENDIX A.

I.—Return showing the Number of Students who entered Queen's College, Galway, in the Session 1893–94.

	Matriculated.	Non-Matriculated.	Total.
Roman Catholics,	7	2	9
Presbyterians,	19	–	19
Church of Ireland,	10	–	19
Wesleyan Methodists,	2	–	2
Total,	38	2	40

With regard to religious denominations, the Students are classified as they designate themselves in the forms filled up at entrance.

II.—Return showing the Total Number of Students in attendance during the Session 1893–94, their Religious Persuasions, and their Distribution among the Faculties.

FACULTIES.	Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Baptist.	Total.
Arts,	7	12	37	3	–	–	59
Law,	2	6	–	–	–	–	8
Medicine,	12	23	8	3	–	–	46
Engineering,	8	9	5	–	–	–	22
Occasional.	–	1	–	–	–	–	1
	29	51	50	6	–	–	136
Deduct— Attending in two Faculties,	9	–	6	1	–	–	16
Total separate Individuals,	20	51	44	5	–	–	120

III.—Numbers and Religious Persuasions of Students who have entered the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	23	3	26	10	9	7	–	–	–	26
1851–52, . .	31	5	36	13	21	2	–	–	–	36
1852–53, . .	21	2	23	8	12	3	–	–	–	23
1853–54, . .	25	5	30	12	15	3	–	–	–	30
1854–55, . .	26	15	41	18	18	3	2	–		41
1855–56, . .	32	7	39	14	15	8	1	1	–	39
1856–57, . .	35	8	43	15	22	3	1	1	1	43
1857–58, . .	36	7	43	16	17	9	–	1	–	43
1858–59, . .	44	4	48	20	19	7	2	–	–	48
1859–60, . .	35	5	40	12	25	1	–	1	1	40
1860–61, . .	*59	1	60	13	33	12	2	–	–	60
1861–62, . .	‡59	3	62	21	35	6	–	–	–	62
1862–63, . .	60	4	64	18	27	16	1	–	2	64
1863–64, . .	54	5	59	20	21	11	2	4	1	59
1864–65, . .	58	12	70	26	28	13	–	2	1	70
1865–66, . .	46	3	49	16	19	10	3	–	1	49
1866–67, . .	42	2	44	14	18	7	3	2	–	44
1867–68, . .	‡44	3	47	14	20	11	2	–	–	47
1868–69, . .	†56	4	60	20	24	15	1	–	–	60
1869–70, . .	49	5	54	20	25	6	2	–	1	54
1870–71, . .	52	6	58	22	23	12	–	1	–	58
1871–72, . .	†64	1	65	19	31	11	3	1	–	65
1872–73, . .	55	4	59	17	24	14	1	2	1	59
1873–74, . .	†80	3	83	27	31	21	3	1	–	83
1874–75, . .	67	7	74	24	35	14	1	–	–	74
1875–76, . .	‡81	10	91	21	35	31	3	1	–	91
1876–77, . .	†81	4	85	26	34	21	3	–	1	85
1877–78, . .	67	6	73	18	23	29	3	–	–	73
1878–79, . .	‡84	4	88	24	35	24	2	3	–	88
1879–80, . .	96	3	99	27	39	22	9	1	1	99
1880–81, . .	‡96	9	105	24	41	39	1	–	–	105
1881–82, . .	†73	8	81	16	36	24	4	–	1	81
1882–83, . .	31	3	34	7	15	11	–	–	1	34
1883–84, . .	28	4	32	3	13	14	1	–	1	32
1884–85, . .	34	8	42	14	10	17	1	–	–	42
1885–86, . .	23	8	31	5	14	11	1	–	–	31
1886–87, . .	‡40	3	43	8	20	15	–	–	–	43
1887–88, . .	29	4	33	7	13	11	2	–	–	33
1888–89, . .	40	2	42	11	11	19	1	–	–	42
1889–90, . .	40	4	44	10	20	14	–	–	–	44
1890–91, . .	38	5	43	11	12	17	3	–	–	43
1891–92, . .	37	2	39	6	12	18	3	–	–	39
1892–93, . .	32	2	34	4	17	13	–	–	–	34
1893–94, . .	38	2	40	10	9	19	2	–	–	40
Total, . .	2,173	217	2,390	701	997	587	69	22	14	2,390

* Including three who had previously been in attendance as non-matriculated students.

† Including two who had previously been in attendance as non-matriculated students.

‡ Including one who had previously been in attendance as a non-matriculated student.

IV.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	60	3	63	22	28	13	–	–	–	63
1851–52, . .	68	5	73	25	41	7	–	–	–	73
1852–53, . .	73	2	75	26	40	9	–	–	–	75
1853–54, . .	76	5	81	30	42	9	–	–	–	81
1854–55, . .	69	16	85	32	46	5	2	–	–	85
1855–56, . .	78	9	87	26	42	14	3	2	–	87
1856–57, . .	88	8	96	30	49	10	3	3	1	96
1857–58, . .	92	8	100	31	47	16	3	2	1	100
1858–59, . .	113	9	122	37	64	15	4	1	1	122
1859–60, . .	111	7	118	31	69	11	2	2	3	118
1860–61, . .	141	3	144	33	85	19	3	2	2	144
1861–62, . .	148	5	153	39	91	19	3	1	–	153
1862–63, . .	161	4	165	33	95	32	2	–	3	165
1863–64, . .	160	5	165	41	91	25	3	4	1	165
1864–65, . .	157	12	169	50	78	31	2	6	2	169
1865–66, . .	139	5	144	33	71	29	4	4	3	144
1866–67, . .	133	2	135	36	62	27	4	5	1	135
1867–68, . .	124	3	127	34	54	32	3	4	–	127
1868–69, . .	146	4	150	47	63	34	2	4	–	150
1869–70, . .	130	8	138	42	66	24	2	3	1	138
1870–71, . .	115	8	123	37	62	20	–	4	–	123
1871–72, . .	139	2	141	31	79	25	4	2	–	141
1872–73, . .	135	3	138	28	68	35	3	3	1	138
1873–74, . .	152	4	156	35	77	38	5	1	–	156
1874–75, . .	149	6	155	37	71	40	4	3	–	155
1875–76, . .	156	11	167	28	82	50	3	4	–	167
1876–77, . .	165	9	174		89	53	4	2	–	174
1877–78, . .	166	9	175	36	73	61	5	–	–	175
1878–79, . .	162	5	167	29	68	64	3	3	–	167
1879–80, . .	176	4	180	29	72	63	2	1	–	180
1880–81, . .	201	7	208	34	87	78	9	–	–	208
1881–82, . .	192	9	201	41	83	65	10	–	–	201
1882–83, . .	141	3	144	28	67	44	4	–	1	144
1883–84, . .	99	4	103	15	45	40	2	1	–	103
1884–85, . .	95	5	100	21	27	48	2	1	1	100
1885–86, . .	85	9	94	19	29	42	3	–	1	94
1886–87, . .	99	4	103	18	38	45	2	–	–	103
1887–88, . .	95	5	100	17	36	43	3	1	–	100
1888–89, . .	105	2	107	17	36	50	3	1	–	107
1889–90, . .	118	4	122	18	51	51	1	1	–	122
1890–91, . .	105	6	111	18	42	47	4	–	–	111
1891–92, . .	108	2	110	23	37	44	6	–	–	110
1892–93, . .	104	4	108	13	46	45	4	–	–	108
1893–94, . .	118	2	120	20	51	44	5	–	–	120

V.—RETURN showing the LOCALITY of STUDENTS present during the Session 1893–94, according to Provinces, and from elsewhere than Ireland.

	Students.
Province of Connaught,	47
,, Munster,	19
,, Ulster,	50
,, Leinster,	4
Total,	120

VI.—RETURN showing the AVERAGE AGE of the STUDENTS present during the Session 1893–94.

Age.	Students.	Age.	Students.
Under 17 years,	–	20 and under 21,	26
17 and under 18,	15	Above 21 years,	37
18 ,, 19,	18		
19 ,, 20,	24		120

VII.—TABLE containing the NAMES of the several SUBJECTS Lectured upon during the Session 1893–94, the NUMBER of LECTURES given on each Subject, and the NUMBER of STUDENTS attending the Classes in each Subject.

	No. of Lectures on each Subject.	No. of Students attending the Classes in each Subject.
Greek,	335	21
Latin,	378	36
Mathematics,	*238	48
Natural Philosophy,	(a) 436	63
Practical Physics,	64	21
English Language,	63	20
,, Literature and History,	105	5
Metaphysics,	44	4
Logic, Senior and Junior,	79	5
Chemistry—Theoretical,	109	27
,, Practical,	181	29
Botany,	53	13
Zoology,	45	15
Practical Biology,	27	12
Mineralogy and Geology,	46	6
Modern Languages,	(b) 319	36
Political Economy,	37	3
Jurisprudence,	38	5
Civil Law,	70	8
English Law,	56	8
Physiology, Senior and Junior Classes,	108	19
Practical Physiology,	30	6
Histology,	30	6
Anatomy,	89	22
Medicine,	52	8
Surgery,	53	7
Materia Medica,	44	9
Midwifery,	52	9
Medical Jurisprudence,	40	11
Engineering and Drawing,	220	22
Pathology (3 months),	31	8

* In addition, the Senior Scholar delivered 41 lectures to the Students of the Junior Class.
(a) In addition, the Senior Scholar delivered 20 lectures to the Junior Class.
(b) In addition, the Senior Scholar delivered 57 lectures to the Junior Class.

VIII.—NAMES of STUDENTS of QUEEN'S COLLEGE, GALWAY, who obtained DEGREES, DIPLOMAS, and HONOURS at the EXAMINATIONS of the ROYAL UNIVERSITY of IRELAND, in JUNE and OCTOBER COMMENCEMENTS in 1893.

FACULTY OF ARTS.

Degree of M.A.

M'Clelland, John A., First Class Honours in Mathematical Physics and Experimental Physics. *Awarded a Special Prize of* £60.
Browne, David, passed in Biology and Physiology.

The Degree of B.A.

Currie, Samuel, Second Class Exhibition of £21, First Class Honours in History, Political Economy, and General Jurisprudence.
Henry, John, First Class Exhibition of £42, First in Mathematical Physics and Experimental Physics.
Kirwan, James St. L., Second Class Exhibition of £21, Second Honours in Experimental Physics and Physiology.
Nixon, John C., Second Class Honours in Biology and Physiology.

Passed.

Rutledge, John G.
Hunter, Charles H.
Ryan, John.
M'Ilwaine, Robert.

Second University Examination in Arts.

Ewing, William H., Second Class Honours in Mathematical Physics, and Second Class in Experimental Physics.
Entrican, Samuel W., Second Class Exhibition, £18, Second Class Honours in Latin, Second Class Honours in Greek, and Second Class Honours in English.
Flack, William T., Second Class Honours in Latin, and Second Class Honours in Greek.
Hanna, Robert K., Second Class Exhibition of £18, Second Class Honours in French, and First Class Honours in English.
Wilson, David, First Class Honours in Mathematical Physics.

Passed.

Bright, John S.
M'Donagh, Thomas J.
Thornton, M.

First University Examination in Arts.

Dowling, Patrick.
Hewitt, Alfred J.
Jennings, Edward C.

Johnstone, James, Second Class Honours in Latin, and Second Class in English, Second Class Exhibition, £15.

Passed.

M'Donald, Allen.
M'Donagh, Michael J.
Kernaghan, Thomas W.
M'Elfatrick, Thomas A.
M'Fetridge, William.
Maybin, Hugh.
Mills, John A.
Scott, Frederick S.
Waters, Joseph J.

Neilson, Robert A., First Class Honours in German, and Second Class Exhibition, £15.
Ryan, Hugh, First Class Honours in German, and First Class in Experimental Physics, and First Class Exhibition, £30.

EXAMINATION IN ENGINEERING.

Degree of B.E.

Kirwan, Robert J., B.A., Second Class Exhibition, £21, and Second Class Honours.

Passed.

Binns, Edmund T., B.A.
M'Cay, Daniel.
Ryan, John.
Stuart, William.

Second Professional Examination in Engineering.

Passed.

Gallagher, Stephen G.
Thompson, William L.
Walker, William.

First Professional Examination in Engineering.

Henry, John, First Class Honours and First Class Exhibition, £30.
Wilson, David, Second Class Honours.

Passed.

Dowling, Patrick.
Howley, Richard J.
Moon, Frederick W.
Moran, John, B.A.

EXAMINATION IN FACULTY OF MEDICINE.

Degrees of M.B., B.Ch., and B.A.O.

Upper Pass.

Joyce, Patrick K., B.A.

Pass.

Connolly, Thomas, B.A.
Allen, Robert.
Foley, Charles H.
O'Dea, Martin.

Third Examination in Medicine.

Pass.

Clements, Samuel D., B.A.
Kirwan, James St. L.
Clements. R. W.
Moran, Michael.

Second Examination in Medicine.

Pass.

Carroll, William S.
Clements, R. W.
Daly, John H. C.
Kidd, Charles.

Hewitt, David W., Second Class Honours.

First Examination in Medicine.

Montgomery, Alexander W., First Class Honours in Botany and Experimental Physics, and First Class Exhibition, £20.
Corry, John G., First Class Honours in Botany.
M'Kelvey, Thomas, Second Class Honours in Botany.

Pass.

Clarke, John A.
Henry, Moses.
Johnston, Andrew.
Nicholson, William.
Sloan, John.

APPENDIX B.

RETURN showing LIST of PROFESSORS and OFFICERS in the COLLEGE, DATES of APPOINTMENT, their SALARIES, and EMOLUMENTS as STATUTABLE UNIVERSITY EXAMINERS or from COLLEGE FEES.

CHAIR.	Date of Appointment of present Professors.	Salary from Endowment of Chair.	Emoluments. Pension as University Examiner.	Emoluments. Class Fees, Session 1893-94.	Observations.
		£	£	£ s. d.	
The Professor of Greek,	November, 1864,	330	20	38 0 0	
,, Latin,	January, 1890,	330	—	67 0 0	
,, Mathematics,	November, 1893,	330	—	86 0 0	
,, Natural Philosophy,	December, 1885,	330	—	140 0 0	
,, History, English Literature, and Mental Science,	August, 1849,	£226 13 4	20	52 0 0	
,, Chemistry,	November, 1891,	300	—	122 10 0	The College Council allowed to the Professor of Midwifery a stipend of £20 for lecturing in Medical Jurisprudence, and a like sum to the Professor of Chemistry as joint lecturer in same subject. Also a sum of £20 to the Professor of Practice of Medicine for lectures on Pathology. And a sum of £20 to the Professor of Materia Medica for lectures on Fever Cases.
,, Natural History, ,, Mineralogy and Geology,	November, 1883,	300	—	42 0 0	
,, Modern Languages,	July, 1886,	220	—	75 0 0	
,, Jurisprudence and Political Economy,	March, 1883,	150	—	19 0 0	
,, English Law,	February, 1859,	150	20	10 0 0	
,, Anatomy and Physiology,	November, 1873,	220	—	167 0 0	
,, Practice of Medicine,	November, 1879,	150	—	20 0 0	
,, Practice of Surgery,	January, 1888,	150	—	11 0 0	
,, Materia Medica,	February, 1878,	150	—	17 0 0	
,, Midwifery,	October, 1876,	150	—	16 0 0	
,, Civil Engineering,	November, 1860,	300	—	66 0 0	
Lecturers on Medical Jurisprudence,	—	—	—	*22 0 0	
OFFICE.		OFFICE.			
The Registrar,	March, 1880,	75	—	—	
The Bursar,	October, 1893,	75	—	—	
The Acting Librarian,	December, 1876,	75	—	—	

* This sum was paid to the Professors of Midwifery and Chemistry, who are joint Lecturers on Medical Jurisprudence.

APPENDIX

ACCOUNT of the RECEIPTS and EXPENDITURE of the

RECEIPTS.	£ s. d.	£ s. d.
Balances on 1st April, 1893, viz.:—		
General Account,	—	28 19 6
Special Account,	—	—
Library Deposits,	—	—
Grant Charged on Consolidated Fund (net amount received),	—	6,863 18 7
Annual Grant of Parliament, viz.:—		
In Aid of Expenses of Maintenance,	—	1,600 0 0
In Repayment,	—	8 19 6
Professors' Class Fees,	—	984 10 0
College Fees, 120 Students at 10*s.*	60 0 0	
Fines,	1 5 0	
		61 5 0
Dividends on Stock (£1,108 5*s.* 11*d.*),	—	29 13 10
Do. (£1,500)	—	40 2 9
Endowments,	—	—
Donation for Special Purposes,	—	—
Library Deposits,	—	40 0 0
Proceeds of Sale of Stock,	—	—
Miscellaneous Receipts, for Sale of College Meadow, &c.,	—	10 2 0
Interest on Deposit Account,	—	—
Due Bank of Ireland,	178 17 4	
Outstanding cheques,	29 1 7	
		207 18 11
The Commissioners of the Exhibition Scholarship of 1851 (special),	—	150 0 0
TOTAL,	—	£ 10,025 10 1

C.

COLLEGE, for the year ended 31st March, 1894.

PAYMENTS.	£ s. d.	£ s. d.
Salaries, &c., paid out of Permanent Grant, viz.:—		
President, Professors, and Officers,	—	4,676 8 4
Scholarships, Prizes, and Exhibitions,	—	1,629 10 0
Minor Officers, Porters, and Servants,	—	673 14 7
Library (£372 7*s.* 3*d.*):—		
Ancient and Modern Languages,	82 13 10	
Mathematical and Physical Sciences,	56 11 4	
Natural Sciences,	74 14 9	
Engineering,	15 19 4	
Medical Sciences,	76 18 10	
Mental and Legal Sciences,	9 15 2	
General Library,	38 8 5	
Binding and Printing Catalogue,	17 5 7	
Apparatus, Diagrams, Materials for Laboratory, &c. (£338 3*s.* 10*d.*):—		
Chemical Laboratory,	109 8 9	
Physical Cabinet,	56 15 0	
Engineering—Diagrams, &c.,	36 15 6	
Medical Faculty—Apparatus, &c.,	144 4 7	
Museum of Natural History,	102 8 10	
Museum of Medical Sciences,	55 1 2	
Printing, Stationery, and Advertising,	203 2 10	
Heating and Lighting,	224 2 2	
Botanic Garden and Grounds,	242 15 10	
Miscellaneous (£131 7*s.* 6*d.*):—		
Porters' Clothing,	5 3 4	
Water Supply,	13 17 2	
Incidental Expenses—Postage, Carriage, Cleansing, &c.,	48 1 6	
Insurance,	12 7 0	
Travelling Expenses on College business,	51 18 6	
		1,669 9 5
Professors' Class Fees,	—	944 18 2
Endowments, invested in Three per Cent. Stock,	—	—
Special Expenses (out of Donation),	—	—
Library Deposits Repaid,	—	21 0 0
Purchase of Land (Moiety of Purchase Money),	—	—
Special Exhibition—chargeable to the "Blayney" Bequest,	—	14 18 2
Repayment to Bank,	—	123 3 1
Payments out of College Fees (£42 5*s.* 6*d.*):—		
Stipend to College Auditor,	16 16 0	
Concert and Football Clubs,	10 0 0	
Special, for Stamps,	0 4 6	
Lectures on special classes,	15 5 0	
		42 5 6
Payments (out of Miscellaneous Receipts) for Lectures on Pathology,	10 10 0	
And for Lectures on Medical Jurisprudence,	30 0 0	
		40 10 0
Stipend to Student for the Scholarship Exhibition per the Commissioners of 1851,	—	150 0 0
Balance on 31st March, 1894, viz.:—		
General Account,	—	39 12 10
Special Account,	—	—
Library Deposits,	—	—
TOTAL,	— £	10,025 10 1

In addition to the Cash Balance, there is standing to the credit of the College the sum of £1,108 5*s.* 11*d.*, New Three per Cent. Stock. Also a sum of £1,500 further Investment—out of Endowment Fund.

The accounts of the College up to 31st March, 1894, have been examined, and found correct, by the College Auditor. And the Certificate of the Comptroller and Auditor-General has been also received, certifying to the correctness of the accounts for the year ending 31st March, 1893.

J. I. LYNHAM,
Bursar.

July, 1894.

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